



PHIL BREDESEN  
GOVERNOR

STATE OF TENNESSEE  
**DEPARTMENT OF EDUCATION**  
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TIMOTHY K. WEBB, Ed.D  
ACTING COMMISSIONER

To: The Honorable Phil Bredesen, Governor of Tennessee  
The Honorable Ron Ramsey, Speaker of the Senate  
The Honorable James O. Naifeh, Speaker of the House  
The Honorable Jamie Woodson, Co-Chair of Education Oversight Committee  
The Honorable Les Wittingham, Co-Chair of Education Oversight Committee  
The Honorable Ulysses Jones, Co-Chair of Lottery Oversight Committee  
The Honorable Bill Ketron, Co-chair of Lottery Oversight Committee

From: Timothy K. Webb, Acting Commissioner  
Tennessee Department of Education

Re: Lottery for Education: Afterschool Programs Annual Report

Date: February 25, 2008

TCA 49-6-703 provides that the Commissioner of Education annually report findings and recommendations concerning After School Educational Programs established under TCA 49-6-701.

The Lottery for Education: Afterschool Programs (LEAPS) was established in 2005. Since that time, more than \$32 million in funds have been awarded to schools and community-based organizations in over 250 locations across the state. 16,399 at-risk students were served during the 2006-07 school year.

The attached report provides a broad overview of the LEAPS program as well as specific information regarding each grantee and the services provided. For additional information please contact Laura Nichols at (615) 741-3248.

TW/mh

Attachment

**Lottery for Education: Afterschool Programs  
LEAPs and Test Preparation Pilot Projects  
Annual Report**

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***Program Snapshot:***

Over 14 million young people go home alone every day, and not every child comes to school with the same resources or support. No Child Left Behind (NCLB) requirements make it hard for schools to cover everything during school hours, and many parents are unable to help children with homework.

Research shows most youth crime and violence occurs between the hours of 3:00 – 6:00pm. A report from *Fight Crime: Invest in Kids* states, “only 20% of a child’s time is spent in school; children of highly-educated parents are five times more likely to read afterschool than children of less-educated parents; children of poorly-educated parents watch 60% more TV than children of well-educated parents; and, being unsupervised afterschool is more likely to result in behavior problems for low-income children than for middle-income children.”<sup>1</sup>

The National Institute on Out-of-School Time (NIOST) reports one-third of young people are obese or in danger of becoming obese. Information NIOST received from the Centers for Disease Control indicates that approximately 62% of youth 9-13 do not participate in any structured physical activity outside the school day.<sup>2</sup> Studies have suggested that afterschool programs can play an important role in promoting healthy lifestyles for youth.

It is imperative that youth be provided a safe, enriching environment in which to go after the school day ends. Quality afterschool programs may be the only pathway to success for some students.

Some state and national initiatives that are being addressed in the Lottery for Education: Afterschool Programs (*LEAPs*) and *Test Preparation Pilot Projects* programs relate to academic achievement, improving graduation and dropout rates, and nutrition

and physical fitness. Funds are being provided to agencies who offer services to ESL/Refugee/Migrant students, special needs students, and alternative school students, as well as, credit recovery programs for on-time graduation and transition programs to prevent dropouts. Participants are learning skills to enhance the likelihood of college success and skills to change attitudes towards diet and exercise.

These programs address students' needs in core academic subjects like reading, math and science, but also offer students a safe place to go and opportunities to explore their hidden talents.

### ***Findings:***

Within each agency's application, goals, objectives and outcomes for students and the program have been identified. Grantees submit quarterly reports and a final continuation report outlining services provided, assessment/evaluation tools used and student outcomes. This data was collected and compiled into the following report, and considered to be noteworthy for a young program:

Grade Span Served: <b>Kindergarten – 12<sup>th</sup> grade</b>			Total No. of Students Served: <b>16,399</b>		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
<b>13,783</b>	<b>84.05</b>	Qualify for free/reduced lunch	<b>4,167</b>	<b>25.41</b>	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
<b>3,090</b>	<b>18.84</b>	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	<b>328</b>	<b>2</b>	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
<b>1,335</b>	<b>8.14</b>	At risk of state custody due to family dysfunction	<b>6,713</b>	<b>40.94</b>	At risk of failing one or more subjects or are behind by at least one year

Many grantees utilize student report cards and TCAP results, as well as pre/post testing related to specific curricula or programs used, attendance reports, behavior reports, and teacher/parent surveys to note student improvement. Examples include:

- In Cannon County, 13 seniors graduated last year as a result of the credit recovery services offered with LEAPs funds.
- Of 5th grade students participating in Alamo City Schools' LEAPs project, TCAP data revealed that all students (including students with disabilities and ELL students) were 100% proficient or advanced in Reading and only one student scored below proficient in Math. STAR average growth equaled 1yr, 4 months in Reading and average growth of 1yr, 6 months in Math. (STAR testing is administered to all students in grades 1-6 three times during the year to measure individual student performance and growth.)
- Four students in the Memphis City Schools LEAPs project were selected to participate in the National Young Scholars Program in Washington, DC.
- Douglas Cherokee Economic Authority reported that 99% of the students in the Hamblen County ELL program reflected a 30% knowledge increase in subject area content after completing at least 10hrs of academic/ELL computer-based remediation - this is reflected by pre/post testing.
- The high school LEAPs program in Carter County partnered with the local Technology Center to offer senior students a CNA certification class. This helped improve students' math and science grades, and they received job training. The Technology Center awarded two scholarships to LEAPs students with the highest average and attendance. After receiving her certification, one student graduated high school and immediately began working at a local nursing home making \$15 per hour.
- 127 of the 141 seniors who participated in the tutoring, grade recovery and credit recovery components of Clarksville-Montgomery County's program graduated high school on time with a regular diploma. All six high schools met their graduation rate targets.

*\*A "Grantee Profile" for each project has been included in the Appendices highlighting program activities and accomplishments.*

## **Background**

In November 2002, Tennesseans voted to create a state lottery. The General Assembly established that profits from the lottery go towards specific educational programs: college scholarships, early childhood programs and afterschool programs.

In accordance with TCA Title 4, Chapter 6, Part 7, one hundred percent (100%) of monies constituting an unclaimed prize shall be deposited into an afterschool account

for the purpose of administering a system of competitive grants and technical assistance for eligible organizations providing after school educational programs within Tennessee.

The overall goal of *LEAPs* is to provide Tennessee students with academic enrichment opportunities that reinforce and complement the regular academic program.

Programs established may only serve youth 5-18 years of age enrolled in elementary or secondary school, and at least fifty percent (50%) must be identified as at-risk by one of the criteria below:

- ⬆ qualify for free/reduced lunch;
- ⬆ be at risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability;
- ⬆ be at risk of state custody due to family dysfunction;
- ⬆ be enrolled in and attending a public school failing to make adequate yearly progress (AYP);
- ⬆ be attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice; or
- ⬆ be at risk of failing one or more subjects or are behind grade level by at least one year.

These programs must be designed to reinforce and complement the regular academic program of participating students. All activities must be educationally based and **must** include:

- > Services to students on an average of 15 hrs. per week;
- > Reading skills development and enhancement;
- > Math or science skills development and enhancement;
- > Computer literacy and skills development;
- > Academic mentoring or tutorial assistance; and
- > Sports or leisure opportunities.

In May 2006, additional legislation was passed establishing a *Test Preparation Pilot Project* of six (6) afterschool programs – one rural and one urban in each grand division. The purpose of the *Test Prep Project* is to increase the performance of seventh – ninth

grade, at-risk students on the ACT or SAT exam in order to expand the number of students in the at-risk population eligible for lottery scholarships and to increase students' abilities to excel in postsecondary education.

*Test Prep* programs must be designed to provide academic tutorial and skills development in the subjects covered by **EXPLORE**, **PLAN**, and **ACT** examinations or **PSAT/NMSQT** and **SAT** examinations. All activities must be educationally based and **must** include:

- > Services to students on an average of 15 hrs. per week;
- > Services to no more than sixty (60) students;
- > Academic tutorial and skills development in the subjects of English, math, reading, science and writing; and,
- > Test taking skills and strategies.

All afterschool activities, *LEAPs* and *Test Prep*, must be offered every day that school is in session. Summer programming is at the discretion of the grantee agency and the availability of funding. Agencies are required to meet the childcare guidelines as outlined in Chapter 0520-12-1 of the Child Care Rules.

### ***Timeline of Events:***

Since the implementation of NCLB in 2001, the Department of Education has had the responsibility of administering approximately \$15 million of 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) afterschool funding. Based on the success achieved with the 21<sup>st</sup> CCLC project, Department staff patterned the major components of the *LEAPs* and *Test Prep* programs.

### **Competitions/Funding:**

- > In May 2005, staff released the first application package. One hundred thirty-three (133) applications were received; 20 projects were funded with \$2 million.
- > In July 2005, a second competition was held in which 129 applications were received; 68 projects were awarded the \$3,875,000 available.

- > Legislation passed and was signed in May 2006 allocating 100% of unclaimed lottery prize winnings to the afterschool account. *Test Prep* legislation also passed.
- > A third competition was held in August 2006 awarding 57 new *LEAPs* projects and 6 *Test Prep* projects, and 69 high-quality projects from the previous grant cycle were granted continuation funds. A total of 126 projects shared the \$12.5 million.
- > Due to a decreased level of unclaimed prize winnings, the Department was unable to conduct a fourth competition in 2007; however, all projects from the previous year were granted continuation funds for an additional year of service for SY2007-08.

*\*A list of current grantees and funding levels is provided in the appendices of this document.*

### ***Program Challenges:***

The nature of the *LEAPs* funding source – unclaimed prize monies – is such that it is impossible to know from year to year how much funding will be available. Inexact funding presents a challenge in awarding continuation projects or planning for additional competitions.

TCA Title 4, Chapter 6, Part 7 specifies that activities should be provided everyday that school is in session. Late notification (September-October) of the yearly allocation puts a strain on staff to complete awards/contracts in a timely manner. This delay makes it unrealistic to expect agencies to provide a full school year of services. The gap in funding cycles hampers agencies' ability to maintain student enrollment/participation as well as hold onto experienced staff.

Establishing an infrastructure for this project has been a major task. Approximately 2000+ man-hours go into a grant competition when factoring in technical assistance workshops/calls/emails, proposal review process, scoring, awards and contracting. The limited staff assigned to the *LEAPs* program is left with little time to provide training and technical assistance to projects once funding is awarded.

**Recommended Actions:**

1. Establishing a fixed allocation for the LEAPs program by supplementing the unclaimed winnings with “excess” lottery funds for a stable funding stream.
2. If additional funds cannot be added on a permanent basis, allow a one-time, one-year appropriation of funds to be used while unclaimed prize winnings accumulate in the afterschool account. This change in funding cycle will guarantee that there are accurate resources available year-to-year, as well as make certain agencies can provide a full year of service to participants.
3. Increase the length of a LEAPs grant cycle.
  - a. Research shows that it takes at least three years for a program to establish itself. It is rare that a newly funded project opens its doors as the outstanding program it envisions itself to be. By structuring LEAPs as a multi-year grant project, agencies will have time to utilize available best-practices to develop a strong program for participants that produces the desired results.
  - b. Establishment of a process and/or indicators for identifying high-quality program status to justify the continuation of currently funded projects.
  - c. Long-term funding commitment will help ensure funded projects can better maintain skilled staff and student enrollment.
4. Department of Education staff will continue to provide training and technical assistance to funded projects, as well as continue on-site monitoring.

**References:**

<sup>1</sup>Fight Crime: Invest in Kids. (2000). *America's After-School Choice: The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement*. Retrieved January 15, 2008 from <http://www.fightcrime.org>

<sup>2</sup>National Institute on Out-of-School Time at Wellesley Centers for Women, Wellesley College. (2007). *Making the Case: A Fact Sheet on Children and Youth in Out-of-School Time*. Retrieved January 18, 2008 from <http://www.NOIST.org>

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**APPENDICES**

County	Agency Name	Location	07-08 Award
<b>Anderson</b>	Anderson County Schools	Anderson County	\$124,225.00
	Oak Ridge - Glenwood Elementary	Oak Ridge	\$144,000.00
<b>Bedford</b>	Bedford County DOE	Bedford County	\$88,400.00
<b>Bradley</b>	Bradley Co - Big City University	Bradley County	\$180,000.00
	Cleveland Family YMCA- Academy 1	Bradley County	\$31,500.00
	Cleveland Family YMCA- Academy 2	Bradley County	\$72,000.00
<b>Campbell</b>	Campbell County Schools	Campbell County	\$315,000.00
<b>Cannon</b>	Cannon Co REACH - Test Prep	Cannon County	<b>\$50,000.00</b>
	Cannon County REACH Programs	Cannon County	\$180,000.00
<b>Carroll</b>	Huntingdon SSD	Huntingdon	\$67,500.00
	South Carroll SSD - Clarksburg School	South Carroll	\$108,000.00
<b>Carter</b>	Carter County Schools - Runway	Carter County	\$360,000.00
	Carter County Schools - Tiger Pride	Carter County	\$76,500.00
<b>Chester</b>	Chester County BOE - Chester Co MS	Chester County	\$31,500.00
<b>Claiborne</b>	Claiborne Co - Claiborne High	Claiborne County	\$57,600.00
	Claiborne Co - Cumberland Gap High	Claiborne County	\$72,000.00
	Claiborne Co - Forge Ridge	Claiborne County	\$51,000.00
	Claiborne County - TNT Primary	Claiborne County	\$67,500.00
	Claiborne County BOE - SMMS	Claiborne County	\$58,500.00
<b>Coffee</b>	Mt Carmel United Methodist Church	Manchester	\$90,000.00
	Tullahoma City Schools	Tullahoma	\$45,000.00
<b>Crockett</b>	Alamo City Schools	Alamo	\$247,500.00
	Crockett Co - Friendship/Maury/Gadsden	Crockett County	\$76,500.00
<b>Davidson</b>	Bethlehem Centers of Nashville	Nashville	\$21,000.00
	Boxing Resource Center	Nashville	\$36,000.00
	Catholic Charities - Refugee Youth Pgrm	Nashville	\$121,500.00
	<b>Catholic Charities of TN, Inc. - Test Prep</b>	<b>Nashville</b>	<b>\$50,000.00</b>
	City of Life Corporation	Nashville	\$63,000.00
	Family Affair Ministries - The Learning Zone	Nashville	\$157,500.00
	Martha O'Bryan Center	Nashville	\$45,000.00
	Metro-Nashville Public Schools	Nashville	\$36,000.00
	New Vision, Inc.	Nashville	\$35,000.00
	Project for Neighborhood Aftercare	Nashville	\$64,399.00
	Project Reflect	Nashville	\$72,000.00
	Samaritan Ministries/Project SEE	Nashville	\$45,000.00
	Village Cultural Arts Center, Inc., The	Nashville	\$40,500.00
	Woodbine Community Organization	Nashville	\$49,500.00
<b>DeKalb</b>	DeKalb Board of Education	DeKalb County	\$112,000.00
<b>Dickson</b>	Dickson Co Juvenile Court - New Directions	Dickson County	\$78,300.00
<b>Gibson</b>	Gibson Co Schools- Dyer Elem & Spring Hill	Gibson County	\$270,000.00
	Trenton Housing Authority	Trenton	\$75,600.00
<b>Giles</b>	Giles County Schools - Leaps & Bounds	Giles County	\$162,000.00
<b>Greene</b>	Greene County Schools	Greene County	\$54,000.00
<b>Grundy</b>	Grundy County Schools - ASTA	Grundy County	\$90,000.00

County	Agency Name	Location	07-08 Award
	Grundy County Schools - Tracy City	Grundy County	\$45,000.00
<b>Hamblen</b>	Douglas-Cherokee Econ Authority -Enable	Morristown/	\$126,000.00
	Douglas-Cherokee Econ Authority -Hamblen ELL	Morristown/Hamblen	\$117,000.00
	Douglas-Cherokee Econ Authority -Hamblen/Union	Morristown/Union	\$135,000.00
	Douglas-Cherokee Econ Authority -Union	Morristown/Union	\$45,000.00
<b>Hamilton</b>	Chattanooga Chapter of the Links, Inc.	Chattanooga	\$45,000.00
	Girls Inc of Chattanooga	Chattanooga	\$27,000.00
	St Elmo/Alton Park Partners, Inc	Chattanooga	\$27,000.00
	YMCA Community Action Project (YCAP)	Chattanooga	\$67,500.00
<b>Hancock</b>	Clinch Powell Educational Cooperative	Hancock County	\$144,000.00
<b>Henderson</b>	Lexington City Schools	Lexington	\$36,000.00
<b>Johnson</b>	City of Mountain City	Mountain City	\$85,500.00
	Johnson County BOE	Johnson County	\$238,500.00
<b>Knox</b>	Boys & Girls Clubs of TN 1	Knoxville/Statewide	\$256,500.00
	Boys & Girls Clubs of TN 2	Knoxville/Statewide	\$477,000.00
	Boys & Girls Clubs of TN 3	Knoxville/Statewide	\$353,700.00
	Child & Family Tennessee	Knoxville	\$67,500.00
	Montgomery Village Child Dev. Center	Knoxville	\$18,900.00
	University of TN Extension Service	Knoxville/Statewide	\$202,500.00
	YMCA of East Tennessee	Knoxville	\$36,000.00
	YWCA of Knoxville - Phyllis Wheatley Branch	Knoxville	\$58,500.00
<b>Lauderdale</b>	Lauderdale County Schools	Lauderdale County	\$162,000.00
<b>Lawrence</b>	Lawrence County Schools	Lawrence County	\$90,000.00
<b>Lewis</b>	Lewis County Schools	Lewis County	\$135,000.00
<b>Lincoln</b>	Lincoln County BOE - FES LEAPs	Lincoln County	\$135,000.00
	Lincoln County BOE - South Lincoln	Lincoln County	\$72,000.00
	Lincoln County DOE - Unity School	Lincoln County	\$135,000.00
<b>Loudon</b>	Loudon County BOE - Steekee Elem	Loudon County	\$45,000.00
<b>Madison</b>	Jackson Madison Co - Northeast Middle	Jackson	\$90,000.00
<b>McMinn</b>	Athens City Schools	Athens	\$162,000.00
	McMinn Co - Mountain View School	McMinn County	\$45,000.00
<b>McNairy</b>	McNairy County Schools - Adamsville JR/SR High	McNairy County	\$133,500.00
<b>Montgomery</b>	Clarksville Montgomery County Schools	Clarksville	\$256,000.00
<b>Obion</b>	Obion Co - South Fulton Elementary	Obion County	\$45,000.00
	Obion County BOE - Ridgemont Elem	Obion County	\$45,000.00
<b>Overton</b>	Overton County - A H Roberts	Overton County	\$67,500.00
	Overton County - Allons	Overton County	\$67,500.00
	Overton County - Livingston Academy	Overton County	\$109,958.00
	Overton County - Rickman Elementary	Overton County	\$80,920.00
<b>Putnam</b>	Putnam County School System	Putnam County	\$1,190,700.00
<b>Roane</b>	Roane Co- Bowers Elementary	Roane County	\$150,549.00
<b>Rutherford</b>	Murfreesboro City Schools	Murfreesboro	\$45,000.00
<b>Scott</b>	Appalachian Life Quality Initiative	Scott County	\$162,000.00
<b>Sevier</b>	Sevier Co BOE - Cougar Connection	Sevier County	\$72,000.00

County	Agency Name	Location	07-08 Award
<b>Shelby</b>	<i>ADT Child Development Academy</i>	<i>Memphis</i>	\$45,000.00
	<i>City Builders Youth Organization</i>	<i>Memphis</i>	\$67,500.00
	<i>CUDDLES</i>	<i>Memphis</i>	\$58,500.00
	<i>Jessie Mahan Center, Ctr</i>	<i>Memphis</i>	\$27,000.00
	<i>LeMoyne-Owen College Comm Dev Ctr</i>	<i>Memphis</i>	\$90,000.00
	<i>Memphis City Schools 1</i>	<i>Memphis</i>	\$194,400.00
	<i>Memphis City Schools 2</i>	<i>Memphis</i>	\$270,000.00
	<i>Memphis City Schools 3</i>	<i>Memphis</i>	\$540,000.00
	<b><i>Memphis City Schools Test Prep</i></b>	<b><i>Memphis</i></b>	<b>\$50,000.00</b>
<b>Stewart</b>	<i>Stewart County Government</i>	<i>Stewart County</i>	\$51,300.00
<b>Sullivan</b>	<i>Boys &amp; Girls Clubs of Bristol</i>	<i>Bristol</i>	\$67,500.00
	<b><i>Kingsport City - Sevier MS Test Prep</i></b>	<b><i>Kingsport</i></b>	<b>\$50,000.00</b>
	<i>Kingsport City - Andrew Jackson Elementary</i>	<i>Kingsport</i>	\$77,400.00
	<i>Kingsport City Schools - JFK Elementary</i>	<i>Kingsport</i>	\$54,000.00
	<i>Kingsport City Schools - Robinson MS</i>	<i>Kingsport</i>	\$84,150.00
	<i>YWCA of Bristol</i>	<i>Bristol</i>	\$27,000.00
<b>Sumner</b>	<i>Sumner County BOE - High School</i>	<i>Sumner County</i>	\$207,000.00
	<i>Sumner County BOE - Unity</i>	<i>Sumner County</i>	\$180,000.00
<b>Tipton</b>	<i>Tipton Co Schools - Teen Learning Center</i>	<i>Tipton County</i>	\$45,000.00
	<b><i>University of TN - Tipton Test Prep</i></b>	<b><i>Tipton County</i></b>	<b>\$50,000.00</b>
<b>Unicoi</b>	<i>Unicoi County School System</i>	<i>Unicoi County</i>	\$144,000.00
<b>VanBuren</b>	<i>Van Buren Co - Spencer Elementary</i>	<i>VanBuren County</i>	\$99,900.00
<b>Warren</b>	<i>TN Opportunity Programs, Inc (combined)</i>	<i>Warren County</i>	\$234,000.00
<b>Washington</b>	<i>Boys to Men Mentoring</i>	<i>Johnson City</i>	\$117,000.00
	<i>Johnson City Schools - Keystone FRC</i>	<i>Johnson City</i>	\$123,574.00
	<i>Johnson City Schools - SHHS</i>	<i>Johnson City</i>	\$150,300.00
	<i>Johnson City Schools 21st CCLC</i>	<i>Johnson City</i>	\$67,500.00
<b>Wayne</b>	<i>Wayne County BOE</i>	<i>Wayne County</i>	\$130,500.00
<b>Weakley</b>	<i>Martin Housing Authority</i>	<i>Martin</i>	\$33,814.00
<b>Williamson</b>	<i>Franklin SSD</i>	<i>Franklin</i>	\$126,000.00
<b>Wilson</b>	<i>Lebanon SSD Coles Ferry</i>	<i>Lebanon</i>	\$90,138.00
	<i>Lebanon SSD WJB</i>	<i>Lebanon</i>	\$67,500.00
		<b><i>TOTAL FUNDS:</i></b>	<b>\$13,998,227.00</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Anderson County Schools-Learn Center	
Grant Contact: Melanie Boruff	
Phone: ( 865 ) 457-7462	Email: mboruff@acs.ac

Grade Span Served: K-12			Total No. of Students Served: 146		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
116	79	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
91	62	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
23	16	At risk of state custody due to family dysfunction	102	70	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):

Our program was K-12 this year. There were two different components to the program. One part was fifth block which was for students who needed to remediate course work. The other part was enrichment and community service days and the students attended on a volunteer basis. We split the program to serve elementary one day a week, middle school two days a week, and high school four days a week. Two days a week were dedicated to service learning and volunteering or community service and the other two days were activities and enrichment days. We did an incentive trip at the end of each month that averaged 12 hours or longer per trip.

The “after school program” targeted academic and behavioral intervention services for students of the Anderson County Learn Center (ACLC). Assessment and academic support reached students that had previously failed for a multitude of reasons. Credit recovery and tutoring helped students build confidence and self-esteem. Lost credits were recovered through the ACLC’s credit recovery courses. Most of the instruction was individualized with the staff acting as a facilitator. As a result positive connections were made between academics, behavior, staff, and student.

Behavioral interventions were accomplished by having incentive trips each month for those who attended the program. These trips were planned as fun activities that these students normally wouldn't have the opportunity to do otherwise. We also hosted a community dinner, a dance and two lock-ins. The dance was the first one ever held at the alternative school in it’s 15 year existence. We had 43 students attend. The students were chosen based on who attended the program during that month.

The ACLC program made strides toward most of our targeted goals, yet much work is still to be done. Literacy continues to be an area in which we try to improve. We purchased and received computers at the end of the contract year (2005/2006). We now have a small computer lab and this year we purchased an online credit recovery program called "Skills Tutor". This program has proven to be very beneficial. The students now have access to reading programs online as well as classes they need to remediate. The program does a pre test to see what the student’s knowledge is in that subject area and then focuses on the areas they need to work on.

An area of need that will be addressed this year will be that all staff will participate in planning sessions prior to the initiation of the program. This will eliminate many unanticipated obstacles.



## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

We are presently using TABE tests to determine student levels and learning style inventories to determine how staff should be presenting materials. We will evaluate student progress by administering the TABE again to these students in August. We will also evaluate progress by student completion of course work such as credit recovery materials and course completion. These specific items will assist staff and administration to determine if minimum standards are being met. We used student portfolios as a component of the assessment and evaluation process. Next year each staff member will ensure their materials is included within the electronic portfolios. These portfolios will be one method of evaluation of content mastery.

We planned to serve eighty students this year. We actually served one hundred forty six students and we anticipate serving one hundred fifty students next year. We planned on a smaller scale last year to make sure that we could fulfill the expectations. We now see that there is much more need than we anticipated. There will be an increased need in many areas including staff, materials, and computers if we are to adequately serve the students. We are not increasing our numbers by much however, because we realize that our school can only house a limited number of students. We are anticipating to serve somewhere in the same range of students as we did in the 2006/2007 school year.

We were observed on two different occasions by Dan Leonard from the Department of Human Services in Knox County. He told us that our program was one of the best he had ever witnessed. He listened to the students tell stories about activities and experiences they had in the program during his visits.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Drop out rates have been high as a direct result of these areas. The "after school" program helped in this area even more than expected. Attendance improved from 83.85% in '04-'05, 85.39% during the '05-'06 school year and to 91% during the '06-'07 school year .

A total of 55 students used the program to complete course work toward recovery of units of credit instead of having to retake the complete course.

Twenty five students were able to graduate as a direct result of work completed during the program.

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

Grantee Agency (name of fiscal agent): Oak Ridge Schools, Glenwood Elementary School GAP and GAP-X Programs	
Grant Contact: Gwen Harrell	
Phone: ( 865 ) 425-9401, 384-7284 (cell)	Email: gharrell@ortn.edu

Grade Span Served: Glenwood 1-8			Total No. of Students Served: 223		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
94	42	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	60	27	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>We have before and after school programs including tutoring and mentoring in reading, language arts, math, science, social studies and technology. We provide tutors for our satellite sites and partner with them to provide physical and recreational activities for our GAP students.</p> <p>We have an extended summer program that focuses on reading and language arts as well as enrichment activities.</p> <p>We provide a daily nutritional snack and bus transportation for our after school program.</p> <p>We provide an online T-CAP preparation practice for all of our students.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Our school made all As on our Value Added state report card.</p> <p>According to our Value Added Score, we are ranked number 31 out of all elementary schools in the state of Tennessee.</p> <p>We received As and Bs on our state Achievement Report Card.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Bedford County Schools	
Grant Contact: Betsy Norris	
Phone: ( 931 ) 684-3284 ext.246	Email: Norrisb@bedfordk12tn.net

Grade Span Served: K-8			Total No. of Students Served: 100		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
100	100	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	100	100	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>There are five schools involved and eight different grades having unique students with different developmental needs. Grade level material suitable for each school ensures success. Periods of concentration and academics are alternated with periods of physical fitness and movement. Each day the after school program begins with healthy snacks and moves to physical activity. DDR's (Dance, Dance Revolution) mats entice students to get up and move. The Leapfrog computers that have been placed in the afterschool program by LEAPS have proven to be a motivating and fun academic intervention. This equipment promotes success through ongoing assessment. It provides differentiated instruction in reading, language arts, and math. With portable learning tools (PLT's) that resemble laptop computers, students interact with vocabulary, concepts, and phonics. They use all modalities: hearing, seeing, and touching – thus increasing memory. The program builds self-esteem and confidence while teaching. This program assesses, diagnoses, provides wonderful reports (both to parents and teachers), and prescribes. Therefore, the program saves time and promotes independence while providing intervention.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>There is the student that came from F's to A's and is doing so well due to the extra help. There's the student who now has his homework that never had it before. Also, there are several ESL students that have come out of their shells and that no longer feel isolated but are exercising, reading, and enjoying large group participation.</p> <p>This has been a great resource for parents under hardship. Because transportation has been provided, this program has been a life-saver in cases. One example involves a single mom who was suddenly out of work because of a work-related accident (having cut off some fingers) that placed her child in the program because she could not drive. She will always be indebted to this program.</p> <p>Computer literacy has improved through the Leapfrog materials. They follow the same trends in thinking as working on a computer. Last year, all three elementary schools using this program did a fabulous job with scores!</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>

List of Program Sites and locations for Bedford County LEAPS

<b><u>Eakin Primary, K-3</u></b> Janice Womble	1100 Glen Oaks Rd. Shelbyville, TN 37160	(931) 684-7852
<b><u>Eastside Primary, K-3</u></b> Sara Wood	421 Elliott St. Shelbyville, TN 37160	(931) 684-7112 Fax: 684-7112
<b><u>Southside Primary, K-3</u></b> Reita Vaughn	903 S. Cannon Blvd. Shelbyville, TN 37160	(931) 684-7545 Fax: 684-8248
<b><u>Thomas Intermediate, 4-5</u></b> Dee McCullough	515 Tate Ave. Shelbyville, TN 37160	(931) 684-6818 Fax: 684-7174
<b><u>Harris Middle School, 6-8</u></b> Bill Pietkiewicz	570 Eagle Blvd. Shelbyville, TN 37160	(931) 684-5195 Fax: 685-9455



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Bradley County Schools/Big City University	
Grant Contact: Keith McManus or Stephanie Reffner	
Phone: ( 423 ) 476-5513 or (423) 883-6163	Email: Keith@Sonshineavenue.com or Commandermom@charter.net

Grade Span Served: K-5th			Total No. of Students Served: 165		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
86	52 %	Qualify for free/reduced lunch	92	56%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
165	100%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	165	100%	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
106	64%	At risk of state custody due to family dysfunction	74	45%	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):

Tutoring / Mentoring services are provided daily by qualified college and high school youth who are supervised by certified teachers. Students work daily in a small group setting of one to three students. Homework is a daily priority with attention given to individual work plans from classroom teachers. Students are engaged in interactive strategies geared to increase reading, math and writing skills.

Students enjoy a daily healthy nutritious snack with a time for social interaction.

Reading / Language Arts including vocabulary, comprehension, sequencing, drawing inferences and additional skills are taught.

Math skills are explored, and entrepreneurial skills are aquired.

Science experiements are conducted in a hands on environment.

Computer Literacy taught and technology skills along with Success Maker, a computer assisted academic curricula are taught in the Computer Lab.

90 minutes a week of physical activity which is a requirement for the State of Tennessee is fullfilled through excerice, recreation and sports activities.

Life Skills and Second Step, both SAMHSA approved research-based curricula as well as health, nutrition and character education are apart of the weekly schedule.

Music terminology, rhythm and musical interpretations are demonstrated through interactive strategies. Students also write, direct and participate in dramas.

Technology and multi-media presentations are integrated into the curricula.

A weekly rally is conducted for students to showcase their talents and projects. This also allows for special guests, community leaders and partners to share in creative, fun interactive programs.



## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Eight-Nine percent of BCU students scored proficient or above proficient on TCAP tests.

Enhanced communication between parents, classroom teachers, principals and BCU staff.

Community partners with businesses, community leaders and local government have been established.

Numerous student grade cards have increased from all F's to all A' during this time.

Several students were selected to receive academic and character awards from their designated classrooms and schools.

The investment that has been made in our families and students through parent seminars, workshops and community events has strengthened relationships and helped to improve the learning culture.

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): <b>BRADLEY COUNTY GOVERNMENT (X-CEL ACADEMY 1)</b>	
Grant Contact: <b>DYLAN WRIGHT</b>	
Phone: ( 423 ) 595-4236	Email: dwhoosier20@yahoo.com

Grade Span Served: 6-8			Total No. of Students Served: 99		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
65	66	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
0	0	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	96	97	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Daily homework help and tutoring was provided by the YMCA staff and the licensed staff of the X-CEL Academy. This usually took up the first hour of the program because as noted in the numbers above 97% of the students served were in danger of failing at least one subject. Enrichment activities were offered in the areas of math, science, reading, and computer skills. This activities took the form of science experiments, math puzzles and logic activities, a reading library full of age appropriate childrens and young adult literature as well as magazines and newspapers. Students also had access to 3 computers where they were able to work with an adult to complete projects using microsoft word, powerpoint, and the internet. Physical activity was offered everyday to the students in an effort to provide an opportunity to develop healthy fitness opportunities, as well as to develop teamwork and skill building. Students participated in a variety of sports including basketball, soccer, flag football, wiffle ball, kickball, and u-ball. In addition to the physical activities the students had the choice of a non-physical leisure activity on a daily basis. These activities included movies, board and card games as well as character discussions and leadership activities with the YMCA staff.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>-- 80% of the students who attended the school year after school program improved their grades in at least one core subject by 1 letter grade.</p> <p>-- For the students who attended the program who also attended the LEAPS after school program 100% showed an increase in homework completion.</p> <p>-- For students who came from Cleveland Middle School the following individual student successes should be highlighted.</p> <p>M.B improved his Math grade by 13.0 avg points, and his reading grade by 6.3 avg. points while he was attending the after school program.</p> <p>To. H. improved his reading grade by 14.0 avg points and his math grade by 16.3 avg points while attending the after school program.</p> <p>A.C. improved her Language Arts grade by 8.7 avg. points, math by 19.2 avg. points, and science by 16.0 avg points while attending the after school program.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): BRADLEY COUNTY GOVERNMENT (X-CEL ACADEMY 2)	
Grant Contact: DYLAN WRIGHT	
Phone: ( 423 ) 595-4236	Email: dwhoosier20@yahoo.com

Grade Span Served: 6-8			Total No. of Students Served: 100		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
65	65	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
0	0	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	90	90	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Daily homework help and tutoring was provided by the YMCA staff and the licensed staff of each of the respective middle schools. This usually took up the first hour of the program because as noted in the numbers above 90% of the students served were in danger of failing at least one subject. Enrichment activities were offered in the areas of math, science, reading, and computer skills. This activities took the form of science experiments, math puzzles and logic activities, a reading library full of age appropriate childrens and young adult literature as well as magazines and newspapers. Students also had access to 3 computers where they were able to work with an adult to complete projects using microsoft word, powerpoint, and the internet. Physical activity was offered everyday to the students in an effort to provide an opportunity to develop healthy fitness opportunities, as well as to develop teamwork and skill building. Students participated in a variety of sports including basketball, soccer, flag football, wiffle ball, kickball, and u-ball. In addition to the physical activities the students had the choice of a non-physical leisure activity on a daily basis as well as character discussions and leadership activities with the YMCA staff.</p> <p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>LFMS-- 61% of the students who attended somewhat regularly showed an improvement by at least 1 grade level in at least one core subject. 44% had similar improvements in at least 2 subjects. 30% showed a reduction in discipline referrals while enrolled in the program and 53% showed an increase in attendance..</p> <p>Specific student data-</p> <p>M.R. Raised average 2 pts in Science, 7 pts in Rdg, and 23 pts in Lang Arts.</p> <p>N.W. raised average 20 pts in Lang Arts, 2 pts in Social Studies, 5 pts in Math.</p> <p>A.B. raised average 7 pts in Math, 1 pt in Rdg, 4 pts in Science, 3 pts in Lang Arts.</p> <p>OMS--64% of the students who attended somewhat regularly showed an improvement by at least 1 grade level in at least one core subject. 31% had similar improvements in at least 2 subjects. 50% improved their attendance.</p> <p>Specific Student Data</p> <p>C.C. raised average 1 pts in Lang Arts, 4 pts in SS, 4 pts in Science, 7 pts in Rdg, 11 pts in Math.</p> <p>K.G. raised average 9 pts in Rdg, 2 pts in SS, 7 pts in Science, 10 pts in Lang Arts, and 10 pts in Math.</p> <p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>
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## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Grantee Agency (name of fiscal agent): Campbell County Schools	
Grant Contact: Dr. Karen Bundren	
Phone: ( 423 ) 562-8377	Email: Bundrenk@k12tn.net

Grade Span Served: K-8			Total No. of Students Served: 290		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
222	77	Qualify for free/reduced lunch	110	37	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
9	3	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
4	1	At risk of state custody due to family dysfunction	62	21	At risk of failing one or more subjects or are behind by at least one year

**Program Activities (Specific services provided):**  
 We serve three sites with our LEAP's grant. The LEAP's staff implements activities that are meaningful and enriching, promoting creativity and higher order thinking. The grant allows staff to purchase additional hands on type materials and manipulatives for the math and reading components, reading and math based software for the technology component, and additional equipment for leisure games and activities. The staff is asked to provide an assortment of activities during each session to provide students with a wide variety of skills and activities. The students are closely monitored and encouraging assistance is given by the staff. We also focus on peer interaction and mentoring to promote social skill development, in addition to forming friendships and respect for each other.

**In reading/Lang Arts-** students are engaging in activities that enhance skills in mechanics, vocabulary, fluency and comprehension. They are participating in activities and sessions that include story telling, literature circles, read-a-longs, story writing, book clubs, and current events.

**Math-**A major focus for our students is to develop and improve their strategies for mathematics.

**Tutoring and Mentoring-** Tutoring and mentoring is offered everyday to provide help with and give individualized instruction and encouragement to students based upon their needs.

**Computer Literacy/Technology-** Technology is incorporated into all major subject areas.

**Sports/Leisure-**students participate in a variety of games and activities.



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

An academic success story involves a 5<sup>th</sup> grade student from a single parent home. This student lives with his working mother who does not have time to assist with homework. After making several failing grades, a meeting was held to discuss how to help the child. It was determined that his failure was due to limited assistance outside the classroom and not completing assignments. It was suggested that he enroll in LEAPs. Since that time, the teacher reported that homework is being turned in completed and correct and he is doing better with his classwork. He is now making passing grades in all subject areas. His mother has commented that she appreciates the opportunity that we provide with the afterschool program because her son is now being motivated to complete his work and is doing a lot better in school.

Another type of success story involves a safe and secure environment. Several of our families struggle financially. The opportunity to have their children in a safe and secure environment at no cost, where the children can complete homework, improve academic achievement and participate in sport and leisure activities is invaluable.

#### ***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***

We have 3 schools participating in the LEAPs afterschool program.

Valley View Elementary School

East LaFollette Elementary School

Jacksboro Middle School



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Cannon County REACH Programs	
Grant Contact: Angela D. King, Executive Director	
Phone: ( 615 ) 5635518	Email: reachofcc@yahoo.com

Grade Span Served: Pre-K -12 <sup>th</sup> grade			Total No. of Students Served: 280		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
225	80	Qualify for free/reduced lunch	85	30	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
180	64	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
15	5	At risk of state custody due to family dysfunction	240	86	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):					
Pre-K to 8th	Afterschool Program	M-F	2:30-5:30	All grammar schools	
7th,8th,9th	Test Preparation and Study Skills Program	M-F	2:30-5:30	Woodbury	
Grammar and Woodland Elementary					
9th-12th	Tutoring and Credit Recovery	M-F	M-F 7-7:40am		
M-Th 2:45-5:45 Cannon County High School					
Pre-K to 6th	Meth/Drug Prevention Program	M-F	2:30-5:30	All grammar schools	
7th and 8 <sup>th</sup>	Mentoring Program (Pay: 10 hours of service receives \$25)	M-F	2:30-5:30	All grammar schools	
10th-12 <sup>th</sup>	Job Skills/ Tutoring Skills (Pay:Minimum wage)	M-F	2:30-5:30	All grammar schools	
Pre-K to 8th	Summer Program	T-Th	8-1	All grammar schools	
9th-12th	Summer Credit Recovery-Internet Program	M-F			
(June) 7:30-1 Cannon County High School					
K-5th	2nd Step Violence Prevention	1 x weekly	1 hour sessions	All grammar schools except Woodbury	
Identify a few Accomplishments or Successes attributed to LEAPs activities:					
*Able to provide a program at every school in the county.					
*13 Seniors graduated in May 2007 because of the Credit Recovery program.					
*The program has support from key agencies: School System, County Government and County offices					
*Provides year round programming					
*Able to serve 40% more students with 07/08 funding					
* The program has grown from 12 students 8 years ago to 280 now. The programs serve 25% of the day school poulation					
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>					

**Cannon Co REACH**

The program has 9 sites:

Eastside (Deana Pillow – Site Coordinator)

Auburntown (Lisa Baird – Site Coordinator)

Westside (Marion Campbell – Site Coordinator)

Short Mountain (Tracy Neal – Site Coordinator)

Woodbury (Ashlynn Tatum- Site Coordinator)

Woodland (Susan Nokes- Site Coordinator/Test Prep)

Woodbury Grammar (Bobbie Young-Test Prep)

Cannon County High School – (Dave Dawson-Site Coordinator)



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Huntingdon Special School District	
Grant Contact: Dr. Steve Peery	
Phone: ( 731 ) 986-2222	Email: peerys@k12tn.net

Grade Span Served: 6-8			Total No. of Students Served: 199		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
103	51.7%	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
18	9%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
18	9%	At risk of state custody due to family dysfunction			At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Art Destination Success; Reading Culinary Arts Writing/Newspaper Career Planning Weightlifting Energy Team Health/Well-Being Child Care Photography Math Tutoring Math Contest Participation</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>All groups and subgroups in grades 6-8 achieved AYP through TCAP testing</p> <p>Individual activities provided specific accomplishments:</p> <p>Examples: The newspaper activity created and started a monthly school newspaper</p> <p>The photography class was able to learn how to take pictures and the class culminated with a day-long trip to Land Between the Lakes national recreation area.</p> <p>The Culinary Arts and Art classes traveled to the Opryland Hotel kitchen where they were guided on a tour by one of the world-renowned chefs. The groups also enjoyed a tour of the hotel focusing on the artwork within the hotel itself.</p> <p>The child-care class participated in a day-long activity that promoted healthy living and child-care techniques.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): South Carroll County Special School District	
Grant Contact: Angela Bartholomew	
Phone: ( 731 ) 986-3165	Email: abartholomew@tennk12.net

Grade Span Served: K-12			Total No. of Students Served: 216		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
86	40%	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
3	1.36%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
4	1.82%	At risk of state custody due to family dysfunction	54	25%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Students participated in reading/ Lanuage Arts remediation and enrichment activities and math remediation and enrichment activities. Teachers used a variety of learning games with students in K -5. Students worked on computer based learning activites; ThinkLink Learning, Early Star Fall and Plato to practice and build skills. Students were also given time to read library books and test on Accelerated Reader, which is one of their favorite things to do. Students in 5<sup>th</sup> and 8<sup>th</sup> grade attended a creative writing session to help improve skills need for the TCAP Writing Assessment. High school students work on improving skills for the English and Algebra 1 Gateway Assessment. Several students in high school participated in a keyboarding class that they had not been able to take during school. Students participated in extra curricula activites such as tennis, badminton, and Frisbee golf. We also offered a weight lifting class for the high school. Students also participated in dance classes and guitar lesson classes. We partnered with a dance compay, Regina's Dancers to come to school and teach dance lessons. Students learned tap, hip hop, tumbling and ballet. Students in K-5, participated and preformed the play Wizard of Oz. We wanted the after school activities to be fun learning, to build self confidence.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>We improved our kindergarten from nine students at-risk in 2 or more areas to six at-risk in one area. First grade went from having twelve students with one or more weaknesses to only two students with one area of weakness; the second grade improved from thirteen students to six. These students were tested using DIBELs and Thinklink Learning during the year and the TCAP at the end. At the end of school, third grade had improved to all students scoring proficient or advanced in reading and math on the ThinkLink Learning Assessment. Grade 4-8 improved to 70% being proficient or advanced in reading and math on the ThinkLink Learing Assessment. Thirty students out of thirty-six in the eighth grade scored a four or better on the TCAP Writing Assessment, with four students scoring a three . Eleventh grade had twenty-five students score a four or better out of thrity one students on the TCAP Writing Assessment. Every student except one passed the Gateway English II and that one student passed in the summer after the summer session of LEAP.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Carter County Schools, Runway Afterschool Program	
Grant Contact: Eric Roark	
Phone: ( 423 ) 772-4018	Email: ericroark@k12tn.net

Grade Span Served: 7-12			Total No. of Students Served: 514		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
314	61	Qualify for free/reduced lunch	375	73	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	132	26	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <ul style="list-style-type: none"> <li>• Peer Tutoring</li> <li>• Teacher Tutoring</li> <li>• Computer Tutorials</li> <li>• ACT Prep and Practice</li> <li>• Music instruction (including beginning Bag Pipping,guitar,violin, wind instruments, and Chorus)</li> <li>• College/post-secondary educational tour</li> <li>• Journalism</li> <li>• Sewing</li> <li>• Crafts</li> <li>• Cooking</li> <li>• Extreme Sports Club (rappelling, tennis, softball, bowling, basketball, biking, hiking, disc golf, Golf, swimming, and whitewater rafting)</li> <li>• Certified Nursing Assistant Classes</li> <li>• Kung Fu</li> <li>• Dance</li> <li>• Yoga</li> <li>• Radio Broadcasting</li> <li>• Drama Clubs</li> <li>• Photography</li> <li>• Fishing and Hunting Clubs</li> <li>• Organized recycling centers at each high school</li> <li>• Girls of Grace (A program to teach young ladies manners, moral, and character)</li> <li>• Group and Individual Counseling</li> </ul>
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## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

- Runway's greatest success was our Certified Nursing Assistance Classes. We had a total of 37 students take these classes and pass their state board tests.
- At Unaka High School 26 students were recommended for tutoring, 21 had shown improvement by at least one letter grade.
- Improved attendance at all High Schools through Runway efforts of working with truancy officers and offer student enjoyable activities after school.
- Of the 514 students that attended Runway, 466 (91%) students fell within the at-risk category.
- Many students showed a great improvement in grades, self-esteem, and motivation.
- Decrease of disciplinary issues with students attending the afterschool program

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Carter County Schools - Tiger Pride Afterschool Program	
Grant Contact: Sonya Miller	
Phone: ( 423 ) 772-4017	Email: sonyamiller@k12tn.net

Grade Span Served: K-8			Total No. of Students Served: 122		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
92	75	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction			At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):

- \*Basic skills tutoring and homework assistance: Offered to students daily by certified classroom teachers using computers, games and hands-on activities. Tutors present similar material to students in a fun and enjoyable way.
- \* Computer enrichment: Each student to receives an hour of computer access each week. During the computer time, the students play educational games, create documents using MS Word and Excel, and use internet search engines.
- \*The Second Step Program, Violence Prevention Curriculum: Closely links the school day and the after school program to provide a seamless approach producing energetic, passionate, and caring children. Students learn to recognize and understand feelings; make positive and effective choices; and keep anger from escalating into violence.
- \* Drama: Offers lessons in casting, props, and costume design. Students have performed their choice of dramatic play, inviting family and community members to view the production.
- \*Creative art: Students learn the use of different media, color combinations, and creative exploration, aspects of composition, design, lines, and patterns.
- \*Family counselor: helps families with issues that may arise either from the school day or home life. The counselor not only speaks one on one to those in need, but also meets in small group formats to discuss getting along with others, coping with peer pressure, and other relevant topics.
- \*Recreation: Includes free play as well as learning new sports like volleyball, kickball, softball, and basketball. We have continued our partnership with the baseball players from ETSU, a local university, to help acquire better softball skills.
- \*Transportation: Over one third of the students enrolled require bus transportation. Allows students to attend Tiger Pride whom, without this partnership, would be forced to ride the bus home at 3:00; in many cases, remain home alone until the end of their parent's workday.
- \*Snow care: Tiger Pride operated inside the school, when school was forced to shut down due to inclement weather. Tiger Pride is pleased to report that one third of the total Tiger Pride student enrollment was served by snow care. Parents report that it is a blessing to know that their child has a safe place to go even when the school is closed for snow.
- \*Summer program: Offer services on Monday, Wednesday, and Friday 7:30 am until 5:30 pm, and on Tuesday and Thursday until noon during the month of June. Field trips on extended days included visits to:



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Oak Hill Academy, Bristol Caverns, Leisure Lanes Bowling Alley, Rocky Mount Museum, Roan Mountain State Park, Bays Mountain, and Wonderworks.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Goal 1: Improve academic performance. Objective 1:1 Twenty-five percent of the participants will increase math scores. We met that goal and exceeded it with 74% of the serviced student population increasing their math scores on the state assessment. We also compared Think Link scores and found the same trend. According to Think Link benchmarks, students in grades 2-8, a full 79% of students improved their scores on Think Link testing. Objective 1:2 Twenty-five percent of the participants will increase reading scores. We met and exceeded this goal with 69% increasing their reading score, from SY 2004-05 to SY 2005-06. Again, we compared Think Link scores in the area of reading, showing 72% of enrollees improved reading scores in Think Link testing.

Goal 2: Improve school attendance. Objective 2:1 Fifty percent of the participants will achieve a 94% school attendance rate. Again, we met and exceeded the goal with a 94.3% attendance rate.

Goal 3: Improve student behavior. Objective 3:1 Fifty percent of the participants will improve self discipline behaviors. Using the Social Skills Checklist, completed by the respective student's classroom teacher, 54% of those attending with behavior issues improved.

Goal 4: Develop partnerships with the community, family, individuals, and organizations to enhance the learning process and encourage continued collaboration. The Tiger Pride has established and kept the majority of partnerships that were developed since its existence, including East Tennessee State University, Extended Contract Teachers, Lonestar Steakhouse, Carter County Bank, and many others.

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Chester County Board of Education	
Grant Contact: Randle Fenimore	
Phone: ( 731 ) 989-8111	Email: fenimorr@TennK12.net

Grade Span Served: 4-6			Total No. of Students Served:		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
69	47	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
13	9	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	36	24	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):

- o Academics: The BIG VISION of our program is to improve the academic achievement of participating students specifically in Language Arts and Mathematics. Throughout the academic year we regularly reevaluated student needs using ThinkLink. Objectives to be taught each day were assigned to the teachers by the administrator. There was a regular review of challenging objectives build into the schedule.
- o Physical activity: Sessions were provided throughout the year during ASP. During the regular year students were provided with at least one hour and twenty minutes of physical activity each week. During the Summer School portion students received one 55 minute physical education session featuring organized activities and one 20 minute recess session featuring free play on playground equipment each day.
- o Leisure Activities: Students participated in a variety of leisure activities on between three and five days each week. Games included Connect Four (a strategy game that was very popular), Battleship, Chinese checkers, checkers, dominos (a few students went from non-players to skilled players), Uno, and Wheel of Fortune. Other activities included painting plates and having them fired (a multidisciplinary activity which also taught healthy eating habits), building a bluebird box, designing and painting a ceramic coaster, and other smaller arts and crafts activities. Each participant took home a product in each activity at no cost to the student or his/her family. Students who had consistent attendance throughout the regular school year in ASP were treated to a cookout at Chickasaw State Park.
- o Technology: Computers were used each day during the regular school year sessions. Individual students had an assigned computer where A+ Software was used to individually pace Reading and Math Instruction.
- o Transportation: Bus transportation has been provided throughout the program for those accepting the service. During the regular school year 51 students took advantage of this service. During Summer School 28 students used bus transportation.



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

- There has been an ongoing monitoring of progress throughout the year using A+ Software Testing and ThinkLink testing. All of the students who have attended any significant number of sessions have demonstrated progress. This can be verified by our A+ testing program. Here are examples through the end of March.

STUDENT NAME	SESSIONS ATTENDED	SKILLS MASTERED
Bryan B	49	28
Zakkeus B	17	55
Clifton B	21	17
Taylor B	25	24
Courtney C	29	21
Jasmine C	6	25
Charles E	39	14
Morgan F	13	9
Hunter F	8	12

Here is what the top 5 attendees have accomplished.

Courtney M	65	27
Cullen B	63	13 (SPED)
Kalesha J	61	33
Wesley W	60	44
Chelsey M	56	23

During Summer School we continue to utilize A+ Software and Testing to determine student progress. Here is what our 5th grade group has accomplished thus far.

Courtney M	9	20
Trannard C	10	13
Wesley C	6	9
Sharonda C	10	16
Nicky G	8	9
Alex G	3	3
Brandy S	10	11
Joey R	4	5
Makayla S	10	12
Morgan F	8	8
Charles E	8	4
Nic K	10	12

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Claiborne Co Schools - Claiborne Co High School	
Grant Contact: Steve Minton	
Phone: ( 423 ) 626-3532	Email: mintons@k12tn.net

Grade Span Served: 9-12			Total No. of Students Served: 173		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
118	68	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	85	49	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided): CLAIBORNE HIGH SCHOOL'S LEAP GRANT PROGRAM CONSISTS OF THREE COMPONENTS: TIME-FOR-TIME CINE-LIT CREDIT RECOVERY</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>In the credit recovery program, there are 17 students who have recovered 8 credits. These students are now going to be eligible for graduation, thus improving the school's graduation rate.</p> <p>There are 22 students who have attended the CineLit program. This program covers a variety of academic classes through the study of classic film/literature.</p> <p>Through participation in the Time-for-Time program, there is a greater number of students who are much more responsible for getting to school and class on time.</p> <p>Students are recovering grades and becoming eligible for graduation. Students are earning extra credit in their academic classes which is making it possible for the student to pass the class.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Grantee Agency (name of fiscal agent): Cumberland Gap High School (Claiborne County Schools)	
Grant Contact: David Hamilton	
Phone: ( 423 ) 869-9964	Email: dchamilton@hotmail.com

Grade Span Served: 9 - 12			Total No. of Students Served: 80		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
40	50	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	40	50	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>As part of our afterschool program we have a homework lab to assist students who are struggling or who have been identified as at risk. We also have a credit recovery program that is for students who have failed and meet certain criteria can attend this program and recover the credit. We also have provided various programs in crafts, student leadership, hunting safety, video production, Nascar Design, and various physical activities.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>There have been numerous success stories because of our afterschool programs. For example we had a student who would not have graduated on time with their class but because of credit recovery they were able to graduate on time and now they are attending college.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Grantee Agency (name of fiscal agent): Claiborne County - <a href="#">Forge Ridge School</a>	
Grant Contact: Sheliah Cosby	
Phone: ( 423 ) 869-2768	Email: cosbys@hotmail.com

Grade Span Served: K-8			Total No. of Students Served: 81		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
190	95	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
79	60	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
47	25	At risk of state custody due to family dysfunction	100	50	At risk of failing one or more subjects or are behind by at least one year

#### Program Activities (Specific services provided):

Through the LEAPs grant FRS students have been offered a program in which tutoring is available everyday in the core subjects of Reading/Language Arts, and Math. They have also received tutoring in Science and Social Studies. Scientifically Based Reading Research (SBRR) Reading Interventions such as: Wilson, Read Naturally, Compass, and Language!, and TCAP test preparation are available on a daily basis. Students are also given the opportunity to participate in several recreational and cultural activities which vary by interest every six weeks. Some of the very successful activities were: golf, baseball, dance, cooking, and drama. Students are provided a safe environment for learning to make satisfactory gains on TCAP testing. We are also broadening the cultural/recreational experiences of our students through the following; a drama class, cooking/nutrition class, a baseball class, golf instruction and play, dance class, mentoring, and field trip opportunities to various plays, museums, and restaurants. Access to the computer lab for technology and extended library hours were also available daily. The most important activity offered to our students and our community is a chance to stay after school and receive homework assistance. Many of our students come from low income homes where both parents either work late and cannot provide homework assistance or have limited educational backgrounds and are unable to assist their child with homework. To increase the activity level of participation, students were allowed to select from a variety of high interest programs such as cooking/nutrition, baseball, dance, and golf. Classes were at capacity. At the conclusion of the program, a drawing was held for those students attending 3 or more days per week since January; ten students were eligible for the drawing.



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Some noted successes in academic improvement as a result of our program have been: noticeable improvements in student attitudes toward school, a decrease in suspensions/expulsions, overall grade point average increase, an increase in the number of completed homework assignments turned in on time, improvement in TCAP scores, an increase in TVAAS Value Added Achievement and an increase in the number of students at Benchmark or above on the DIBELS test.

Other successes include: 70% of the 2006-2007 Kindergarteners were at Benchmark or above on the last benchmark Fluency/Retell section of the DIBELS test. 60% of the 1st and 4th graders were at benchmark or above, and 68% of the 2nd graders were at benchmark or above as a result of the Read Naturally program which is part of our Tier III intervention used in the after school program. Of the “at-risk” tutoring participants in Kindergarten, six were targeted by the Support Team for critical interventions and possible retention. These students regularly attended the after school program and of the six, four were able to be promoted to first grade. Some of our accomplishments include: from the golf program a middle school golf team has been formed. One of our golfers was chosen to play on the high school golf team (She had never played the game prior to her introduction through the LEAPs grant), and we are now participating in the Tennessee Middle School Golf Association. Finally, our school was awarded the 2007 Highly Effective School Value Added Achievement Award by the Education Consumer Foundation in May 2007! We attribute this in part to the impact the LEAPs program has had in allowing us extended time with our students.

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Claiborne County Board of Education (Tazewell-New Tazewell Primary)	
Grant Contact: Christie Evans	
Phone: ( 423 ) 626-9502	Email: cge28@hotmail.com

Grade Span Served: K-4			Total No. of Students Served: 70		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
37	53	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	23	33	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>The LEAPs program at TNT Primary School serves students that come from an area of high poverty rates, academic under achievement, and lack of cultural and recreational activities. The LEAPs program implements small group tutoring in math and reading to qualifying participants in grades 1-4. Participants are placed with a certified teacher in groups of 1-3 students based on qualifying criteria. The participant needs are assessed to determine the appropriate group size, length of tutoring session, type of remediation needed, and the number of days the participant receives tutoring. Our tutoring program is designed to meet the needs of the identified participants. Our program also implements several scientifically based computer software programs to students participating in both LEAPs and the after-school program. Our LEAPs program continues to enrich our 21<sup>st</sup> CCLC After-School Program. This program is enriched through the implementation of a reading/math lab for after-school participants in grades 1-4. We also provide additional enrichment/recreational activities such as dance classes. The programs combined also provide a summer program that provides academic and recreation activities for students during the month of June.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>*The LEAPs and 21<sup>st</sup> CCLC after-school programs at our school allow students to participate in academic tutoring, scientifically based computer software programs, and participate in enrichment/recreation activities.</p> <p>*All students who participated in the small group tutoring program made gains on the Dynamic Indicators of Basic Early Literacy Skills (Dibels) an assessment given by our school system.</p> <p>*The LEAPs program allows our school to assist at-risk students in achieving academic gains and improving self-confidence/motivation.</p> <p>*Our school feels that our LEAPs program is a contributing factor to our school's academic success and ability to meet state and federal mandates.</p> <p>The above mentioned accomplishments would not be possible for the majority of our students without the funding for our after-school programs.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Claiborne County Board of Education, Soldiers Memorial Middle School	
Grant Contact: Mrs. Rhonda Epperson	
Phone: ( 423 ) 626-3531 ( 423 ) 489-9751 (cell)	Email: womanep@hotmail.com

Grade Span Served: 5-8			Total No. of Students Served: 65		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
37	57	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
5	0.08	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	9	0.14	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <ul style="list-style-type: none"> <li>* Create new small group tutoring programs in Reading/Lang. Arts at SMMS.</li> <li>* Create new small group tutoring in Math with Smart Board Technology, Glencoe Interactive White Board, and Compass Math at SMMS.</li> <li>* Create new small group tutoring in Computer Tecnology at SMMS.</li> <li>* Provide Middle-to-High School transition activities for our 21<sup>st</sup> Century After-School program at SMMS.</li> <li>*Implement new software programs in our 21<sup>st</sup> Century After-School program at SMMS.</li> <li>*Provide new recreational classes for our 21<sup>st</sup> Century After-School program at SMMS.</li> <li>* Create and maintian new partnerships and sustain others.</li> </ul>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>* Our LEAP's program has seen several successful academic accomplishments. One success specifically stands out of a 7<sup>th</sup> grade boy who "was" reading on a second grade level. He had no desire to read and had a terrible attitude about everything dealing with his academic success. One of our teachers, who is trained in the LIPs reading program, took this young man on for a one-to-one tutoring session, two days per week and sometimes three. She logged many of the comments the young man made. By February, this young man was reading his first 75 sight words without missing any. He would get nervous but smile because he knew he was going to be successful. His decoding skills improved as well as fluency and comprehension. This student is now reading on 4<sup>th</sup> grade level and also reads for enjoyment more often.</p> <p>* Our LEAP's program has been using some other Reading programs such as, Read Naturally and Reading Coach. These programs have helped students improve fluency and comprehension on many different levels.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Mountt Carmel United Methodist Church	
Grant Contact: Michelle Anderson	
Phone: ( 931 ) 728-0005	Email: andersonmichelle@att.net

Grade Span Served: 1-6			Total No. of Students Served: 84		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
60	71	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
20	24	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
29	35	At risk of state custody due to family dysfunction	60	71	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):

Excellence at East is an afterschool program with four goals. To increase student performance in Reading, Math, Science, and Computer Literacy, to decrease antisocial behavior in classrooms, to provide safe, drug free, enrichment filled environment for at risk children, and to improve East Coffee Elementary School's public image. We are achieving these goals by offering specific services as follows:

- > Daily tutoring and mentoring services are offered for intensified academic instruction in Reading, Math, Science, and Computer Literacy. Our staff works with students on completing all homework assignments that are correct. If a student is struggling with a mathematical concept the certified teacher is able to work one on one with a student to help them grasp the concept.
- > Science instruction includes scientific hands-on experiments taught by a staff member to not only get the students interested in science, but to grasp the science behind the experiment.
- > Our physical education program not only conducts organized physical activity, but also teaches nutrition education to the students. We offer a daily nutritional snack at no cost to this grant.
- > Computer Literacy classes are offered by a certified teacher that teaches the FastForward computer program as well as other computer software programs in Math and Reading. Internet study is offered on websites such as study Island.com, Brainpop.com, and the TN Dept of Education website for TCAP practice assessment tests.
- > Classes for Social Behavior through Centerstone are conducted to cover topics such as peer selection, bullying, self-esteem, anger management, etc.

Reading is done everyday by every child to increase comprehension and fluency. Art Classes such as seasonal and Holiday activities are offered weekly.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Students enrolled in the Excellence at East program received 50% of all year end awards at East Coffee Elementary's awards day ceremony 2007. Awards given to students in this program were language arts, spelling, most accelerated reader points, writing, art, social studies, reading, science, math, presidential award, and good character awards. Our students made a showing in every category, but the most impressive was the 15 students that received the most improved award and 15 students that received the honor roll award considering there are only 17 classes at East Coffee Elementary. This alone shows the improvement these students have attained due to the success of this program.

Per teacher survey, completed and corrected homework assignments have increased students daily grades.



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Per parent surveys report card grades have improved overall and parents and students are excited about this progress. Per Principal survey, this program has helped maintain East Coffee's TCAP and AYP scores to the level they are today.

Due to this grant funding, Technology has been implemented that has brought in many new avenues to reach students that is utilized in both the afterschool program and regular school day. We are very excited about the success of this program and know that to continue this program will only add more success for our students as the school years pass. We thank you for funding these afterschool programs.

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Tullahoma City Schools	
Grant Contact: Jean B. Root	
Phone: ( 931 ) 454-2591	Email: rootj@k12tn.net

Grade Span Served: K-5			Total No. of Students Served: 164		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
117	71%	Qualify for free/reduced lunch	n/a		Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
n/a		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	n/a		Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
9	5	At risk of state custody due to family dysfunction	137	84%	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):

LEAPs is channeled through the Kool Kids Program which is a Department of Education approved before and after school-age care program. Kool Kids is a parent fee based program therefore LEAPs runs as a parallel program within the existing program. The Kool Kids staff are responsible for the students when they first arrive after school; check on attendance, and socialize, with the students until the academic tutors arrive. The Kool Kids staff are also responsible for the students at pick-up time. Those students choosing to stay longer than the 4:30 p.m. time of class dismissal may also stay until 6:00 p.m. at no charge and participate in any of the Kool Kids' activities.

Through brainstorming sessions with principals and teachers we came up with some creative ways to use the fifteen hours of math, reading and technology each week and use multiple teachers, different days and multiple grades while allowing teachers to commit to nine week periods. While doing this we could impact more children throughout the year of the grant. One site offered Karate classes two days per week from 4:45-5:45 p.m. as part of the LEAPs health and nutrition component. Students that had been "selected" for academic reasons were selected first to fill the Karate slots.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

A great deal of the success of the LEAPs program is measured by the math, reading or technology proficiency of the students and although that certainly is a measurable and important factor in the success of the program the "human" successes are important too. Yes, we had first graders "graduate" and they did not return after the first nine week session because they were at grade level in math. There were non-English speaking kindergartners that needed extra help that allowed them to be successful. Students did better in class work and on report cards if they attended LEAPs on a regular and consistent level. Principals had tracked students that were receiving help through LEAPs, extended contract, Title I and any other special service and at the end of every grade period all would interface to see what was working and what needed to be done. LEAPs has become an important part of the process.

Students that had participated in the nutrition/exercise class during one of the nine week sessions stopped their instructor as she was passing through the cafeteria with her lunch to demonstrate their understanding of portion size and wise choices. Students in the technology class became the "Techie Team" and took pride and ownership in the lab. They even tie-dyed t-shirts. LEAPs has also helped forge positive relationships between the Kool Kids' program and classroom environment.



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Alamo City School District	
Grant Contact: Reecha G. Black	
Phone: ( 731 ) 696-5515	Email: blackr@alamoschool

Grade Span Served: 1-6			Total No. of Students Served: 309		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
204	66	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
9	3	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
15	5	At risk of state custody due to family dysfunction	49	16	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):  
The Alamo City School LEAPs Extended Day Program focuses primarily on remediation.

- 1) All students in grades 1-6 who are working below grade level in Reading and Math participate in Remedial Reading and Math classes, daily. Research based curriculum programs such as Renaissance Accelerated Math and Renaissance Accelerated Reading are used. The Accelerated Math program assesses each student individually and develops practice assignments allowing each student to work at his/her own pace. The Accelerated Reading program is a comprehensive reading intervention program which provides individual assessment and builds upon the student's individual reading levels.
- 2) All students participate weekly in Technology classes, which incorporates the Compass Learning program. These programs help students strengthen skills across content areas and determine mastery of specific skills within each content area.
- 3) All Hispanic students participate in English Language Learner classes. This program provides a comprehensive curriculum that familiarizes students with essential language skills and helps them build a base of practical English language acquisition and use.
- 4) Parents of Hispanic students having difficulties speaking and/or writing English may also participate in basic English Language Learner classes. These classes assist family members with an understanding of the language. This increases the ability of the parents to participate in their child's educational process and makes them feel more "at-home" in our school and community.
- 5) Students are given opportunities to participate in a variety of extracurricular activities due to scholarship funding and transportation. These activities include Basketball Leagues, Football Program, Performing Arts programs, Honors Chorus, Dance Team, SACK (Students Are Caring Kids, a community service club), Cheer classes, Karate classes, Boy and Girl Scouts, Guitar Classes and Destination Imagination Teams.
- 6) All students participate weekly in a physical fitness program. This promotes healthy choices and ensures participation in exercise programs.



## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

- 7) All students participate weekly in art and music classes.
- 8) Students receive a healthy breakfast and a nutritional snack at the end of the school day.
- 9) Students participate in a 4-week summer program, which includes remediation, physical fitness and art and music classes. Students are provided a nutritional breakfast and lunch, during months that they might not have access to healthy meals.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Success in the lives of children is usually hard to measure. The strength of this project is demonstrated in the fact that children make gains academically, emotionally, and physically. Far more important than the statistics listed below is that our at-risk student population is afforded opportunities they might otherwise not be able to participate in both Reading and Math. Students participate in extracurricular programs, similar to their peers, due to the grant funding and local school scholarships. Finally and most importantly, students who might otherwise not eat until they return to school, get a nutritious snack each day and Summer school provides both breakfast and lunch during holiday months.

Data provided the following:

Grade 1 - STAR average Reading growth = 1 year and 1 month growth

Grade 2 - STAR average Math growth = 1 year

Grade 3 - TCAP data revealed all sampled students (including students with disabilities and ELL students) were 100% proficient or advanced in Reading..

STAR average Math growth = 1 year and 2 months.

Grade 5 - TCAP data revealed all sampled students (including students with disabilities and ELL students) were proficient or advanced in Reading.

STAR average Reading growth = 1 year and 4 months and Math growth = 1 year and 6 months.

Grade 6 - TCAP data revealed all sampled students (including students with disabilities and ELL students) were proficient or advanced in Reading and Math.

STAR average Reading growth = 1 year and 3 months and Math growth = 1 year and 1 month.

Alamo and Crockett County have no outside facilities or organizations dedicated to meeting the needs of children before and after school. There are no schools of higher learning, no mental health agencies, no hospitals, no community clubs such as YMCA, Boys Club, Girls Club, etc. Finding activities to stimulate youth is left ultimately upon the school system and parents. Affluent parents usually assure that their children are exposed to extracurricular activities, but the less advantaged child is limited, due to funding, the absence of nonprofit service organizations and/or transportation issues. Funding from this grant affords the opportunity for at-risk students to experience these types of activities.

Funding from this project also addresses the needs of high and growing poverty families in this rural district. Districts with high poverty rates struggle to assist these parents with their children's educational needs, thereby making after school programming all the more critical for student achievement and success. This program is a highly effective strategy in alleviating some of the difficulties facing these underserved students and their families. At-risk students with few options now have the opportunity to participate in educational, enriching, and healthy activities provided by caring community leaders and teachers.

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Crockett County School System	
Grant Contact: Mary Marvin	
Phone: ( 731 ) 677-2718	Email: marvinm@ccschools.net

Grade Span Served: 1-5			Total No. of Students Served: 135		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
108	80%	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
0	0	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
6	4%	At risk of state custody due to family dysfunction	0	0	At risk of failing one or more subjects or are behind by at least one year

### Program Activities (Specific services provided):

Each school had a certified teacher and an educational assistant working with the students each day. The ratio never exceeds 1/20. The academic areas of math, reading, science, social studies, language and health are addressed in teacher initiated activities. Each day, students are offered time for help with their homework and tutoring assistance as needed. The students were involved in exercise classes each day. A healthy snack began each afternoon's program. During the first 30 minutes of each day, students use the computer lab for math and reading studies. Members of the community came into the schools to share with the students their certain areas of expertise such as: poetry writing, truck driving, nature walks, Teddy Bear Clinic, nutrition classes, childhood obesity, drug awareness, problem solving, Black History studies, drama, paper puppets, choral reading, cake decorating, fire safety, woodworking, music, bullying, sign language, developing intellectual abilities, food pyramid and time. Student's knowledge of technology was expanded by using computer resources already available in the schools. Examples of websites are BrainPop, THINK LINK, APlus, Jefferson County Website and Fun Brain.

### Identify a few Accomplishments or Successes attributed to LEAPs activities:

Students at all three sites met AYP in all areas according to NCLB standards. None of the schools had target areas.

The three schools had 2.6%, 2.9% and 3.4% higher school year attendance percentages in 2006 than the state according to the report card.

At Friendship, all LEAPs students were promoted.

The application was written for 80 at-risk students to be served. Instead 108 at-risk students were served.

CCSS LEAPs enrollees were 80% at-risk.

44% of LEAPs students were Title I students.

A LEAPs objective was 100% attendance rate. CCSS elementary schools average 98.1%.

In 2006, the 4<sup>th</sup> and 5<sup>th</sup> grade students in the three school sites had 94% to score proficient/advanced in math.

In 2006, the 4<sup>th</sup> and 5<sup>th</sup> grade students in the three school sites had 95% to score proficient/advanced in reading/language.

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**

Crockett County School System

3 sites:

1. Friendship Elementary School  
6117 Hwy 189  
Friendship, TN 38034
2. Maury City Elementary School  
5442 Hwy 88  
Maury City, TN 38050
3. Gadsden Elementary School  
18989 Hwy 79  
Gadsden, TN 38337



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Bethlehem Centers of Nashville	
Grant Contact: Steve E. Fleming	
Phone: ( 615 ) 329-3386 ext.119	Email: sfleming@bethlehemcenters.org

Grade Span Served: Grades 5-8			Total No. of Students Served: 25		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
25	100	Qualify for free/reduced lunch	25	100	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
5	20	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	15	60%	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):  
The STARS of Bethlehem Club's daily routine offers tutorial assistance and Reading Comprehension for youth enrolled in the program. The daily activities also provide daily recreation and fitness opportunities for youth participants, nutritious snacks, guest speakers, educational field trips and community service projects.

Reading/Language Arts: Our youth receive subscriptions to Weekly Readers/Current Events magazines, and the staff use Teacher Information Keys to help implement reading exercises throughout the year. The students were also encouraged to read available books and magazines. The participants also have research projects and presentations to share with peers during assigned time periods during the school year.

Math/Science: Students participate in a variety of math comprehension exercises during the year. STARS staff sponsor math challenge games and assign participants math projects and equation team challenges to reinforce math skills and decision making as it relates to numbers.

Computer Literacy: The STARS of Bethlehem Club youth enjoy literacy and technology education by using computers in the Bethlehem Centers of Nashville Youth Zone. The computers were donated and installed by one of our program partners, the Service Learning Program at Tennessee State University. Youth are assigned various research topics and projects during the year centering around research on Nashville and topics on various occupations of interest to individual participants. Youth also use the computers for educational games, internet surfing and are gearing up to complete a project related to "Nashville's Agenda", the project that solicited feedback from Nashville's citizens for city planning. The computers are vital in completing assigned school research projects and provided our STARS with opportunities for technology upkeep and development.

Tutoring/Mentoring: Bethlehem Centers of Nashville is a designated United Way of Metropolitan Nashville Family Resource Center and serves as the lead agency for various partner agencies working in our geographic area. Through this partnership, we work with Big Brothers/Big Sisters of Middle Tennessee to provide mentors for our STARS. During the year several participants are paired with volunteers from Big Brothers and Big Sisters in one-to-one mentoring opportunities. We are also very fortunate to partner with Tennessee



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

State University's Service Learning Project where students from the TSU attended the program during the week to provide tutorial assistance and serve as role models through the Scales Reading Program.

Sports/Recreation: The STARS of Bethlehem Club participants benefit socially and physically from Bethlehem Centers' large, multi-purpose gymnasium. Youth are engaged in structured games like kickball, dodgeball, warball, running, basketball, and indoor football throughout the year. Our STARS youth are engaged in health and fitness activities led by volunteers and staff, during the school year. We also have taken several field trips to Centennial Park to expose the participants to nature and environmental conservation and simultaneously have them exercise and walk the many trails available in the park to encourage physical fitness in a setting to which they are normally not accustomed.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

- STARS participants have had fewer trips to the principal's office since the program was implemented.
- STARS participants had no out-of-school suspensions compared to seven (7) out-of-school suspensions prior to the program's start last year.
- Overall academic scores in major school subjects have improved from 1st nine-weeks grading period to second nine-weeks grading period.
- STARS youth are reading more and are encouraged to read more.
- STARS participants are more proficient using computers to complete on-line research.
- As a result of tutorial services offered by the program, STARS youth are more adept at completing multiple directions.
- Youth were involved in positive alternative activities rather than destructive or idle time.
- The twenty-five (25) youth became more disciplined and healthy as a result of weekly fitness training and nutritional promotion.
- Stars Youth have completed assessments for Pre-Reading Comprehension and Math Diagnostic Surveys.
- Four participants achieved perfect attendance for attending school during the year.
- The other 21 participants maintained very good school attendance.
- Nine (9) different children achieved honor status for report cards received during periods in October 2007 and January 2008.
- STARS attended three (2) Nashville Predator (a partner in the program) Games/ Give and Go Program.
- STARS completed a "Human Spirit Project". They made and sent cards to the Virginia Tech University family after the campus tragedy, this help our children to exhibit care and compassion.
- As a part of the strategic planning process at Bethlehem Centers of Nashville, representatives from the BCN Board of Directors completed a needs assessment with the STARS. They students gave the program an overall "Very Good" rated and expressed appreciation for the program. They just want more.

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Boxing Resource Center	
Grant Contact: Christ Halbert, Ph.D.	
Phone: ( 615 ) 256-9110	Email: halbert@boxingresource.com

Grade Span Served: 9-12			Total No. of Students Served: 51		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
24	47	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	27	53	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Activities included a service learning project regarding issues facing refugees and immigrants. Students received group and individualized tutoring in the major subject areas, as well as homework help. Students also received instruction in using the computer and were able to conduct research using the Internet. Students were able to participate in boxing instruction daily.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>According to reports from the regular school, about 50% of the students improved their attendance and improved by one letter grade in at least one subject area. Teachers there also felt more appreciated by the students. Students also seemed more aware of the importance of staying physically fit.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Catholic Charities of TN, Inc	
Grant Contact: Holly Johnson	
Phone: ( 615 ) 259-3567	Email: hjohnson@cctenn.org

Grade Span Served: K-12			Total No. of Students Served: 135		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
134	99	Qualify for free/reduced lunch	135	100	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
1	1	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
6	4	At risk of state custody due to family dysfunction	124	92	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Catholic Charities Refugee Youth Program has provided services to 74 refugee youth in grades K-12 and their families so far this school year. As part of the after-school program, youth have had access to homework help, English language development, math tutoring, and college preparatory sessions. Our program emphasizes project-based learning, as well as age-appropriate life skills training, focusing on self-respect. Our elementary students have been working on a conflict resolution curriculum that utilizes children's literature to teach concepts- often participants turn the books into short plays. Our middle school girls have formed a Girl Scout troop through our collaboration with that agency. Community service is an important part of our programming, and our students participated in projects such as a community clean-up day and a thank-you card project for Thanksgiving. Recreation is incorporated daily, and our middle school boys have formed a soccer team.</p>
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<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Four years ago, our agency began resettling a special population known as the Somali Bantu. The Bantu had been slaves in Somalia. Like most of the population, they were forced to flee that country in the early 1990's to live in refugee camps in Kenya. In the camps, the Bantu were still considered the lowest social class. The children were born in refugee camps and were denied education; most of their parents were illiterate in their own language. It was one of the most difficult populations we have ever resettled. These children have been regular participants in our after-school program. We have worked hard, especially with our high school students, to fill in their many educational gaps. We have provided them with test preparation classes and other specialized services to help them catch-up to their American counterparts. We are so proud that this year our first wave of Somali Bantu students will be graduating from high school; they will be the first in their families to complete any type of formalized education. So far, two of our participants have passed all of their Gateway exams and have received ACT scores that qualify them for lottery scholarships. For kids who started the ninth grade not knowing how to read, write, multiply or divide, this is quite an accomplishment</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): City of Life Corporation	
Grant Contact: Brenda N. Ramsey	
Phone: ( 615 ) 299-0520	Email: cityoflifecdc@cathedralpraise.org

Grade Span Served: K - 6			Total No. of Students Served: 67		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
57	85	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	4	0.06	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
1	0.01	At risk of state custody due to family dysfunction	1	0.01	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Homework Time/Tutoring was provided daily, after snack, for up to sixty minutes. Kindergarteners were given simple assignments by the After-school Teacher such as writing their names, the alphabet or numbers. Tutoring was provided as needed or requested by parents. Ten children were tutored by volunteers from the Alpha Phi Omega Fraternity at Tennessee State University. Reading and Math Skills Enhancement activities were provided three days per week for sixty minutes each and included children reading aloud, individual reading and teachers reading to children. Writing skills enhancement included journaling and sticker story writing. Math activities included games such as Math Bingo, multiplication, Sukudo and measuring games. Math and reading enhancement carried over into baking activities as the children had to read and measure ingredients in cookie cupcake and candy recipes. Computer and Sports/Leisure activities were provided two days per week. The younger age groups (K-2) spent most of their time learning the keyboard and playing educational games. Older ages combined other subjects, such as Social Studies to research and complete projects. Sports activities included bike riding, roller skating, ball games, outdoor play (hop scotch, hoola hoops) and running relays. Leisure included art and craft activities, field trips, on "full days" for bowling, and ice skating. Additional services included Boy Scouting and monthly birthday celebrations.</p> <p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>We exceeded our goal of 80% of the children with homework completing at least one assignment. Homework completion translated into better grades for the students. Report cards were collected each period and all of the children, except one or 99%, maintained passing grades or improved grades during the year. Two children in the same family missed an excessive number of days from school the first three card periods, as many as 19 days in one six week period. With concern for the children, the Program Director spoke to the children's guardian about the importance of school attendance. The next six weeks the children attended 27 of 29 days and improved in grades from Cs to Bs and As and Ss to S+ and Es. The children's guardian attributed their improved grades and attitude toward school attendance to the CARE Corps Program. One child was placed in a program for gifted and talented children mid year, another child, in the third grade, read on the fifth grade level and a third child was invited to participate in a science and math camp in Washington DC during the summer. Three children's artwork won second place, third place and honorable mention and was displayed at the Frist Center.</p>
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# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Family Affair Ministries, Inc	
Grant Contact: Vera E. Williams Davis	
Phone: ( 615 ) 228-0125 x22	Email: veradavis@bellsouth.com

Grade Span Served: Pre K- 12th Grade				Total No. of Students Served: 70	
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
65	92	Qualify for free/reduced lunch	14	20	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
31	44	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
20	29	At risk of state custody due to family dysfunction	7	11	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):  
The "Learning Zone program" is designed to eliminate systemic needs and help school-aged children and their families in the following fundamental areas:

Development and enhancement of skills essential for success in the real world by mastering reading, math, science and language skills readiness, problem solving, and computer skills development.

Placing school-aged children ahead of the learning curve in technology, and the use of technology in everyday life with emphasis on using computers to enhance schoolwork, job skills, community involvement, and their ability to access information worldwide.

Mastering competencies and skills essential for success on standardized and local tests.

Development of parenting skills essential to strengthen the foundation of the family.

The use of behavior management strategies to deter juvenile delinquency.

Our goal is to provide activities and services in a safe drug-free environment that teaches children to read, to behave well in the classroom, to follow directional cues, and to love learning. Activities and services were provided for children in grades K-4 on Tuesday and Thursdays 3:30-6:00 PM, for middle school on Mondays and Wednesdays 4:00-6:30, and high school students participate Monday through Thursday from 2:30-4:00 PM. All age groups participated on a winter schedule where activities ended at 5:00 PM due to high crime during the holiday season. Each day one hour was set aside for homework assistance and one on one tutoring. At the end of one hour, if a student still needs assistance, that time was extended. There was an hour to an hour and a half of rotations that include art, character education, reading enrichment, math / science enrichment and recreation.

Reading/Language Arts- Younger students participate in a specialized reading program, Language Arts Play!. For older students, weekly spelling words are turned into bingo games where students have to be able to spell and recognize their words. Basic sight words are also reviewed as well as uppercase and lowercase letters.



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Through the games and activities, students are gaining greater reading fluency and comprehension. Our goal is to see them reach and exceed their reading level benchmarks.

**Math/Science-** Younger students are working on counting, categorizing, telling time, and basic addition, subtraction, multiplication, and division. Older students are working on pre-algebra and geometry. Many activities and games are done with students to teach the principle they are trying to master. Science is incorporated into math and various parts of art enrichment.

**Computer Literacy-** All students participate in the PC Institute where they developed mouse/computer manipulation skills, keyboarding skills and basic computer functions and their roles. Middle school students learned how to use Microsoft Word and Apple Works, how to create a document, save it and print it. Internet skills were also taught, and students learned how to research and investigate using various search engines.

**Tutoring/Mentoring-** Students received tutoring for at least an hour every day. During tutoring the students to staff ration is 1/1 or 2/1. Several of our Middle/High school students are also used as tutors and mentors to the elementary students. We believe that the entire time a student is at the Learning Zone, he or she is being mentored.

**Sports/Recreation-** Through sports activities, students are learning about good character. Winning a game is not the goal, but playing a fair game, being a good team member and having fun are what we stress.

**Summer Camp-** As of June 30th, 2007, our Summer Youth Enrichment Camp had 92 students enrolled with slots still open in some age groups. Summer camp operated Tuesday through Friday and on some Saturdays from 8:00AM – 4:30PM. The program ran from June 12th- August 3rd. All youth enrolled received breakfast, lunch and an afternoon snack. Youth were involved in a variety of activities including music, arts & crafts, reading, math, science activities, organized sports and outdoor games, swimming, and instruction in golf. Camp concluded with the annual Back to School Bash on Saturday, August 4, 2006.

We had two parent meetings during the school year. We also had one parent meeting for the summer program. We had one Jewels activity in which girls were able to participate in a sleepover activity. Girls enrolled in summer camp also participated in a Girls Only recreational track. We also have an ongoing Soldier activity for the boys, which is a weekly drum instructional time. The teenage boys also participated in a summer Boys Only recreational track. In April 2007, we were able to expand our program to include Parkwood Community Center. We served an additional 20 children in K-12th grade on Mondays and Tuesdays.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Many of our students improved academically. Not only did their effort in the Learning Zone show up on their report cards, but also parents were noticing a difference in their behavior.

We provided services to 70 students from August 2006 thru June 2007. An analysis of student report cards revealed the following: 35% increased in reading skills; 17% increased in math; In their personal responsibilities for learning, there were 9 infractions at the beginning of the year. During the last six weeks there were 11 infractions. A total of 13 students had no behavior infractions to report on.

There were 27 students who participated in our Summer Youth Enrichment camp. Of the ones who were both pre and post tested, 59% increased in reading skills, 65% increased in math skills. Out of the 27 students 10 did not complete the entire camp session and were not post tested.

A second grade student came in daily with schoolwork to correct. When he was at school, he would rush to complete assignments. After school he was encouraged to take his time and check his work. By the end of the year, he was no longer correcting work from the school day. He came in with smiley faces and was able to focus on fun enrichment activities.

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Martha O'Bryan Center, Inc.	
Grant Contact: Christine Jackson, Chief Operating Officer	
Phone: ( 615 ) 254-1791 x217	Email: cjackson@marthaobryan.org

Grade Span Served: 2 <sup>nd</sup> -12 <sup>th</sup> grade			Total No. of Students Served: CWA: 83 MOBC: 190		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
260	95%	Qualify for free/reduced lunch	114	42%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
0	0%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	4	1%	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0%	At risk of state custody due to family dysfunction	69	25%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Academics - At both sites the greatest demand by parents, teachers and youth continues to be support to complete homework. To accomplish this, homework is addressed in the schedule before youth rotate to the other areas. Test strategies and practice test taking in preparation for TCAP and Gateway exams were a focus of this quarter at MOBC. MOBC's Employment Career Specialist who prepares adults for employment conducted a workshop on applying for employment with elementary youth. The High School focused on issues such as appropriate manner of dress, job requirements, understanding applications and filmed mock interviews with guests from the community which provided authentic material for the students to critique. Because a review of report cards indicated that many of our CCLC students still fall behind in writing, our focus this quarter was to give them more opportunities to write. Since so many of our students are English Language Learners, many writing activities were around every day situations, while others allowed for more creativity. Our elementary teacher used "story starters" on several occasions to jump start the creative process. One way our older students practiced their writing was to list step-by-step instructions for a task and then having to follow them. This exercise taught them sequencing, spelling, proper use of prepositions, and correct usage of vocabulary.</p> <p>Computer Literacy – Computers are used extensively by middle and high school youth as they conduct research. Staff uses this opportunity to also give instruction in basic and intermediate computer skills. In addition to the essential computer skills learned while completing homework and research projects, E-Club, our enrichment computer &amp; literacy club at MOBC, taught youth how to make a calendar. Using special software, students added pictures, along with student birthdates, to complete the project. Our newspaper club also continued working on their blog, learning how to post text and pictures, comment on other student's posts, and set up an e-mail account.</p> <p>Recreation and Health - CCLC elementary youth had a "Healthy Eating Day" in which students were able to sample healthy foods from each of the major food groups. Students used a food pyramid to identify which group the food belonged to and were also able to identify other healthy snacks, giving them a better ability to make good choices when selecting food. Our monthly karate lesson also remains a favorite. Staff uses sports to promote teamwork, physical fitness and problem solving.</p>
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## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Because of LEAP support, both sites offer programming to youth during Spring break, on public school in-service days, and in June. The following are a few examples of activities conducted on these occasions.

Music Appreciation /Journalism Club - Nashville Symphony – To broaden youth's exposure their community's cultural activities, youth took a tour of the symphony before a concert of Mozart and Mahler. (Kids were astonished by the size of the building!) Students wrote about their experience on the center blog.

Girl Scout Camp – camp experience for girls promoted healthy life style and the value of team work;

Service Learning Project – middle and high school youth completed the construction of a horse shoe pits for themselves and community's Seniors to use;

Field Day at Shelby Park - softball and relays are just two of many recreation activities all youth enjoyed;

Roller Skating - Rivergate Skate Center – healthy, positive out-of-school activity;

Scavenger Hunt – Warner Park Nature Center – youth learned about nature through exploration: how to set up gardens, birds and their habitat, and hunted for spiders in their dens. All this exposure allowed youth to become more accustomed to being in nature; and

Swimming on Tuesday afternoons at the YMCA

Unit on group and individual sports including the fundamentals on soccer, basketball, and golf.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

51 (or 96%) of 53 youth have increased either their word identification or paragraph comprehension reading level by a minimum of 6 months.

40 youth increased the number of pages read during pleasure reading over the previous quarter.

25 out of 25 (100%) at-risk youth will increase their knowledge of potential future careers & their individual gifts and talents through participation in CAREER CLUB.

45 (90%) of 50 at-risk youth increase their likelihood of school achievement and advancement to the next grade by achieving one or more of their stated academic goals through participation in PLUS TIME.

26 (or 173%) of 15 at-risk youth will demonstrate an understanding of their rights and responsibilities as proactive citizens and community members and will take action to improve the world around them through participation in MOBC Youth Alliance.

24 (or 96%) of 25 at-risk youth will increase their understanding of conflict resolution, access to healthcare, healthy eating habits, and life long physical fitness through participation in the BROTHERS & SISTERS program.

#### **MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**

*Martha O'Bryan Center*

*Hope Building*

*711 South 7<sup>th</sup> Street*

*Nashville, Tennessee 37206-3895*

*CWA-Cayce Learning Center*

*518 South 5<sup>th</sup> Street*

*Nashville, Tennessee 37206*



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Metropolitan Nashville Public Schools	
Grant Contact: Hilda J. Covington-Davis	
Phone: ( 615 ) 259-8543	Email: hilda.covington@mnps.org

Grade Span Served: 3-4 grades			Total No. of Students Served: 35		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
35	100	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
0	0	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	35	100*ELL	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>The LEAPs before and after school program addressed the academic needs of at-risk students at Whitsett Elementary School. The program operated for 160 days serving 35 students. This program became a licensed childcare facility by the Department of Education.</p> <p>The program's daily schedule was:</p> <ol style="list-style-type: none"> <li>1. Breakfast Club - Monitoring and guiding homework help, preparing students for a successful day, coaching students in areas of need by one certified staff member, volunteer, mentor, community member and or parent. (1 hour: 6:45 am-7:45 am Monday - Friday)</li> <li>2. RAMS Academics - Reading and Math 40 minutes each day, Monday-Thursday - Working on non-mastered skills with innovative, hands-on, and relevant life activities using the MNPS approved curricula.</li> <li>3. Enrichment - Computer Technology (40 minutes, twice a week) - Age appropriate computer technology instruction. - Recreation/Sports (40 minutes, twice a week) - Activities which encourage improvement in growth; physically, mentally, and socially.</li> <li>4. Snacks - Healthy, nutritious snacks served in a small group setting with teacher-student interaction. (15 minutes Monday-Thursday)</li> <li>5. YPP (Yearly Progress Program) - 1 time a week during LEAPs - works on non-mastered skills in Math, Reading, and Language.</li> </ol>
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## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

A student from Nigeria came into the LEAPs program refusing to speak in front of the students and staff, she overcame her shyness and totally changed her attitude. She started working with other students with limited English Skills.

Since attending the LEAPs program students grades and behaviors improved. Students participated in writing projects, plays, and drama activities. Special needs students excelled in their studies.

All students showed progress in academic from the ThinkLink test results. At least 7 students showed significant progress in Reading and Math.

Students and parents supported the before and after program. This program provided a safe and enriching environment for the students.. All activities were well attended by the parents, volunteers, and the school staff when needed. Overall absenteeism was reduced during the regular school day. Parents provided transportation, which gave teachers, students, and parents an opportunity to communicate daily.

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Grantee Agency (name of fiscal agent): New Vision, Inc.	
Grant Contact: Tim Malone	
Phone: ( 615 ) 473-3006	Email: newvisions06@yahoo.com

Grade Span Served: 5-8			Total No. of Students Served: 40		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
40	100	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction			At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>One on one and small group tutoring with an emphasis on math and reading skills and homework assistance- 1 hour daily.</p> <p>Students will be provided technology literacy and support daily- 1 hour daily.</p> <p>Recreational/ Physical activities- 1 hour daily</p> <p>Nutritional snacks- provided daily.</p> <p>Social Skills Groups &amp; Group Mentoring</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>During the beginning stages of our after school program, there was not a vast increase in the grades of our students. However, diminutive successes/breakthroughs were made daily. It lifts the self-esteem of our students knowing that they can actually understand a concept that they did not comprehend during classroom time. Our diverse method of presenting materials has helped our students reach that plateau of learning. Through matriculation in the after school program, students showed gains in the areas of Math and Reading. The district acknowledged the increase seen by McKissack PDS on the TCAP Writing Assessment, an areas which students in the after school program were coached.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Project for Neighborhood Aftercare	
Grant Contact: Janell Wood	
Phone: ( 615 ) 238-4120	Email: jwood@pnaweb.com

Grade Span Served: K-8			Total No. of Students Served: 777		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
649	84%	Qualify for free/reduced lunch	128	16%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction			At risk of failing one or more subjects or are behind by at least one year

### Program Activities (Specific services provided):

Project for Neighborhood Aftercare has been successful in implementing the Get Moving Fitness Campaign and the Literacy Emerging Readers and Writers project. Students at nine of the eleven PNA sites participated in 15 weeks of structured physical fitness activities. Ranging from Pilates to karate, kickboxing, yoga and dance, students were engaged in at least 45 minutes of cardio exercise. Through observations and conversations with site directors students reportedly were enthusiastic about the fitness sessions.

One of the primary goals of the Literacy Campaign was to enhance students' reading and writing skills. This was achieved through the implementation of the Word of the Day, journaling, and book publishing activities. Over a period of ten months students learned a variety of words crossing all grade levels. Site directors were given a calendar with suggested words for students to define and subsequently use in their journal writing. Several sites developed a Word Wall where all the words that students had learned were posted.

Journal writing was conducted weekly at each of the sites. Again, site directors were given a list of writing prompts to assist with these activities. Students could choose to free write or respond to the prompt. Journaling reinforced vocabulary expansion and was a useful tool in the publishing project. Students developed their stories in their journals and then transferred them to a publishing kit. Their books were sent to a student publishing company for binding. By the end of the school year, 198 students became published authors. Their success will be celebrated at the beginning of the school year with an Author's Recognition Day.

Building literacy skills in an afterschool program can only be successful if it is reinforced at home. Hence, the PNA book drive was a means of building home libraries. The original programmatic goal was to get 500 new books donated. At the end of the 2005-2006 school year, individuals, service organizations, and community partners donated 600 new or slightly used books. New books were given to students and added to PNA libraries throughout the 2006 -2007 school year. Budgeted funds were used to purchase 300 new books so that each of the estimated 777 students in the PNA program would have at least two new books this school year. The book drive is an on-going commitment.

Field trips were perhaps the most beloved LEAPs activities. Students and site directors expressed how much they enjoyed the visits to the Frist Center of the Arts, the Country Music Hall of Fame, and the downtown branch of the Nashville Public Library. Some PNA sites also had the opportunity to schedule fieldtrips to other events or places. For example, a group of students from McMurray went to the Radio City



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Rockettes Christmas performance. Fieldtrips were an integral part of service learning projects. Students took supervised trips to the Nashville Rescue Mission and a local long term care facility for volunteer opportunities.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Building literacy skills among our students was one of the accomplishments for the previous funding year. Students who participated in the book publishing project enhanced their writing and editing skills. This project also supported literacy among the family as many parents helped students with their books. The publishing project also facilitated good communication between the school and parents. The principal at one of our sites shared emails from parents she had received expressing how much their children enjoyed the program.

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Project Reflect, Inc.	
Grant Contact: Dr. Larry E. Glover	
Phone: ( 615 ) 228-9886	Email: glover46@aol.com

Grade Span Served: K - 4 <sup>th</sup>			Total No. of Students Served: 95		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
94	100%	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
0	0	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	94	100%	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	25	26%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>The 2006-2007 LEAP's grant allowed us served 95 at-risk students in the after school program. Students attended the LEAP's After School program at Smithson Craighead Academy participated in math, reading, tutoring, homework, assisted and computer-assisted learning, snacks, Karate, drama, golf, kickball, basketball, Spanish, music, cheerleading, computer, creative writing, and art. The program has provided opportunities for both parents and students to engage in planned physical activities while learning valuable life lessons as well. One of the biggest assets, according to parents, was the opportunity for children to improve academically while staying in an after care program. Many students have expressed appreciation for the program because they are completing homework on time and improving in reading and math. Students are also earning passing grades for submitting homework on time. As a result, their report card grades are improving and students improved their scores on the Think Link Test. This was one of several assessment tools used to measure the effectiveness of the After School program</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>The following accomplishments can be attributed of the LEAP's Grants.</p> <ol style="list-style-type: none"> <li>1. We have experienced more partnerships with the academy.</li> <li>2. Students are completing homework and assignments at a higher rate.</li> <li>3. Volunteers have increased in participation at Smithson Craighead Academy.</li> <li>4. Reading, math, science, and social studies TCAP scores have improved.</li> <li>5. Office referrals have decreased.</li> <li>6. Parental involvement has increased. Parents attend the excurricular activities in the afterschool.</li> </ol>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Samaritan Ministries of the Temple Church - Project SEE	
Grant Contact: Donna Priestester	
Phone: ( 615 ) 742-8905	Email: pjc37208@yahoo.com

Grade Span Served: Grades 2 - 6				Total No. of Students Served: 50	
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
50	100	Qualify for free/reduced lunch	14	28	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
46	92	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	36	72	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
31	62	At risk of state custody due to family dysfunction	31	62	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>The LEAPs afterschool program at Project SEE (Support, Education and Empowerment) serves 50 students in grades 2-6. The overall design of the program is aligned with the LEAPs focus areas of reading/language, math/science, computer literacy, tutoring/mentoring, and sports/recreation. The program schedule includes activities in each of these areas. The daily schedule for all students begins with homework completion (and checking). This important activity enhances learning and is recognized as both an integral and supplemental part of the successful educational experience, and as a weighty consideration in report card grading. Completion of homework is done during the first half-hour (or longer if necessary) of the schedule. The remainder of the daily schedule allows students to participate in a rotation of math/science, computer literacy, reading/language, and tutoring/mentoring activities. Students participate in sports/recreation activities at least three times per week. The program offers a variety of activities designed to stimulate the learning process and to hold students' interest. These activities include traditional, non-traditional, and personalized academic enrichment exercises. Students benefit from both one-on-one tutoring with program staff and volunteers, and peer tutoring which as proven to be a very important and successful program element.</p> <p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Students participating in the LEAPs afterschool program at Project SEE demonstrated improvement in academic achievement (evidenced by report card grades and participation in program activities); and noticeable improvement was observed in behavior and conduct both at school and at Project SEE. Examples: For the first report card grading period, 12 students achieved A-B honor roll status; 10 students received all A's and B's with one C; and one student received all A's. For the following report card grading period, 17 students were listed on the A-B honor roll; 8 students received all A's and B's with one C; and two students received all A's. One student received a trophy at school for being the "Best Reader in the Class." Another student improved dramatically both academically and behaviorally. This student improved his language grade from an F (61) to an A (96). His problematic behavior, which included truancy, improved to perfect attendance while being mentored by members of a fraternity from Tennessee State University.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): The Village Cultural Arts Center	
Grant Contact: marc anthony peek	
Phone: ( 615 ) 228.9553	Email: marc_a_peek@yahoo.com

Grade Span Served: k-9			Total No. of Students Served: 15		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
15	86.6	Qualify for free/reduced lunch	7	57	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
0	0	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	1	6.6	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	1	6.6	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Each day the youth in the Ase Out of school Program are afforded the opportunity to ignite their creativity via artistic expression and strengthen their immune system through exercise.</p> <p>Monday, Wednesday &amp; Friday  3:00 - 4:00 Homework and Tutoring  4:00 - 4:30 Snack and "Free Time"  4:30 - 5:30 Drama  5:30 - 6:30 Zumba (Dancerise)</p> <p>Tuesday and Thursday  3:00 - 4:00 Homework and Tutoring  4:00 - 4:30 Snack and "Free Time"  4:30 - 5:30 Capoeira  5:30 - 6:30 West African Dance</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>The youth in the Ase Out of School Program (AOSP) have a great understanding of collective work and responsibility. They are often noticed picking up trash that does not belong to them, helping an elder carry something heavy, helping another youth with reading or math, etc.. All youth in the program exhibit a dedication and commitment to participating in a minimum of three classes (Dance/Exercise) to strengthen their immune system, three Drama classes and 30 mins of focused study of academics per week (Mon. - Fri.) All of the youth in the AOSP have either maintained acceptable grades/marks or improved their standings (based on report cards). Parents of participants have disclosed to staff that their youth are being more respectful and creative in completion of task at home. The youth have reaped the rewards of discipline and dedication as they perform Village dance choreography in front of sold out audiences that exceed 400 people. Most importantly the youth often smile, laugh and play with one another in a healthy and nurturing way. Each youth in the AOSP is a living testimony filled with success and accomplishments.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Woodbine Community Organization	
Grant Contact: Robbi Nash	
Phone: ( 615 ) 850-3458	Email: nashrm@aol.com

Grade Span Served: 1 <sup>st</sup> --12 <sup>th</sup>			Total No. of Students Served: 54		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
25	46	Qualify for free/reduced lunch	33	61	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
37	69	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	33	61	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>HCASTP offers a variety of whole-group interactions, small group activities and one-on-one direct teaching .</p> <p>Areas we address are: homework/GED adult studies</p> <p>one-on-one tutoring (PRE-Algebra , Algebra I, Spanish)</p> <p>direct teaching in reading, math, science and technology</p> <p>physical movement identifies/implements games that build team work, addresses anger management, trust, bullying,</p> <p>Physical fitness routines, including: exercising to music, walking, basketball, jump rope, hula-hoop, creative dance, and kickball, focusing on differentiating skills practice</p> <p>guest speakers: health care (personal and dental health) financial advice, career awareness, personal/community safety, self-defense, societal issues</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Activities that helped make the HCASTP/LEAP activities a success were:</p> <p>Parents committed to having their child attend and experience various areas of a program specifically designed for the needs of these students.</p> <p>Dedicated high school students that volunteered their services and crafts by working with the younger students as tutors, with math, reading, science and art activities relating to these subject areas.</p> <p>74% of the total population of students attended the program daily</p> <p>80% of the students participating in the program showed academic growth in two or more of the areas we targeted (math, science, reading &amp; technology)</p> <p>Physical movement and hands on science activities were the BIG ticket subject areas that kept our students motivated and coming back for more</p> <p>Healthy daily snacks were served and proved beneficial in helping students stay focused during the time they attended the program.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): DeKalb County School System	
Grant Contact: Dr. Carol Hendrix	
Phone: ( 615 ) 215-2109	Email: hendrixc@k12tn.net

Grade Span Served: 6-12			Total No. of Students Served: 140		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
140	53%	Qualify for free/reduced lunch	125	89%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
62	44%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
18	12.9%	At risk of state custody due to family dysfunction	140	100%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>After School Tutoring during regular school year</p> <p>Reading Academy to increase reading with understanding, analyzing, interpreting, synthesizing and helping students increase vocabulary skills</p> <p>Academic mentoring and tutorial assistance with individual instruction as well as group instruction</p> <p>Plato utilized to reinforce various aspects of the curriculum</p> <p>Writing instruction</p> <p>Math instruction</p> <p>Scientific thinking activities</p> <p>Technology Instruction and integration into all subject areas</p> <p>Social Studies</p> <p>Sports and physical opportunities provided each day to allow students to develop socially and physically</p> <p>Summer School</p> <p>Math, Reading, and Science</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Learners learned to summarize, interpret, synthesize, reflect, and evaluate in the reading program.</p> <p>Learners learned to use graphic organizers and academic journals.</p> <p>Learners developed the skills and knowledge to achieve and maintain a health enhancing level of personal fitness.</p> <p>Learners enhance technology skills</p> <p>Learners develop the skills to recognize, represent, model and apply real numbers and operations verbally, physically, symbolically, and graphically.</p> <p>Learners can express ideas more clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.</p> <p>Ninety five percent of students who attended the Leaps sessions passed the Gateway Test in Fall 2007</p> <p>Ninety-eight percent of students who attended the Leaps sessions passed End of Course Test in Fall 2007</p> <p>One hundred percent of teachers report that students who attend Leaps sessions are more prepared, have better attendance, and have less discipline referrals to the office.</p> <p>One hundred percent of students in grades 6-8 who attended leaps sessions were proficient on the 2007 TCAP in math and English/reading.</p>



## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

Ninety eight percent of students in grades 6-8 who attended leaps were proficient on the 2007 TCAP in science.

Eighty seven percent of students in grades 6-8 who attended leaps were proficient on the 2007 TCAP in social studies.

### Program Sites

DeKalb County High School/ Smithville

DeKalb Middle School/ Smithville

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Dickson County Juvenile Court	
Grant Contact: Karen I. Willey	
Phone: ( 615 ) 740-6070	Email: kwilley@dcbe.org

Grade Span Served: K-12			Total No. of Students Served: 87		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
41	47.1%	Qualify for free/reduced lunch	0	0.0%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
27	31.0%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0.0%	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
67	77.0%	At risk of state custody due to family dysfunction	43	49.4%	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):

New Directions Academy, the alternative school for Dickson County engaged in the following specific activities from 3:00-6:00 P.M. , Monday, through Friday, each day school is in session in Dickson County, Tennessee:

A. Academic Intervention- Each day students are engaged in academic remediation/intervention. After disaggregation of TVASS data, regular education and special education personnel communicate with LEAPS personnel to ensure the continuation of spi's being taught. Students are assisted with homework and work independently on the computer utilizing PLATO. Other academic endeavors include credit recovery for those students engaged in that course of study. Each student has an individual folder in which current, individual academic needs of the students are addressed.

B. Physical Activities- The LEAPS staff encourages a variety of physical activities that all students, regardless of size or condition, can participate in. Specifically, a tremendous resource to this program has been the nursing staff and the dietary staff within the school system. Suggestions for daily healthy snacks and for activities that can be completed successfully with our overweight students have been a positive for the program. Students can choose between organized team games, such as volleyball or basketball, they may choose bowling, etc., they may choose to walk around the gymnasium, or they may choose to work in the flower gardens or greenhouse at NDA, thus engaged in a service learning activity, including both academic learning and physical activity.

C. Service Learning- Service learning is the cornerstone of the New Directions Academy program. Our philosophy is that when our students realize their capacity to be compassionate and giving toward others, and they are truly making a difference in someone else's life, they become more self-confident and are willing to take more risks in terms of academic performance. Specific activities included percussion therapy, which was an excellent way to learn a new skill and also helped release pent-up frustration and anger in an appropriate way., crocheted blankets and animals and distributed to the children at the 23<sup>rd</sup> Judicial District's Child Advocacy Center, worked in the greenhouse and helped raise \$600.00 for the Child Advocacy Center, and the Martin Luther King Day activity, which was the making of a quilt with various pictures and quotes from Dr. King, Other leisure activities included the making of gingerbread houses at Christmas, field trips/service learning celebrations to the local movie theater and to the Renaissance Center, board games, other structured games, and weekly "movie and popcorn" day.



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

1. Male student- 12 years old- This child has experienced three (3) trips, at a very young age through residential treatment. He learned how to crochet while in treatment, and he taught the other LEAPS students how to crochet. They made many wonderful articles to make for the children of the Child Advocacy Center and also sold these items to members of the community in order to raise funds for the Center. Being able to share this skill with others and to support the Center in this way gave this young man much confidence.
2. After disaggregating and analyzing the writing scores from 2005-06, a specific effort was made by all the staff, to include LEAPS staff to assist the students in raising the average writing score from a "3" to a "4." This was a great accomplishment for this program.
3. Male student- 8 years old- This child had temper tantrums, profanity, and physical aggression against staff and peers. When "Mr. Mark" began percussion therapy, he and this student developed a strong bond. Evidently this child was also quite talented in regards to playing the drums. Over the course of the school year, this child's behavior became so appropriate that he was sent back to the regular school at the end of the year.

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Gibson County School System	
Grant Contact: Anessa Ladd	
Phone: ( 731 ) 334-4433	Email: anessaladd@yahoo.com

Grade Span Served: K-5			Total No. of Students Served: 284		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
160	56%	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	36	13%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>The LEAP to Success Project has been in operation since November 15, 2007 at Dyer and Spring Hill Elementary Schools in Gibson County. The Project operated Monday through Friday offering both morning and afternoon sessions for a total of 17.5 hours per week. During the morning sessions students report to the computer labs where they worked on software that included standards-based math and reading/language arts coursework, all of which is aligned with state and local assessments. During the afternoon sessions students were divided into groups according to grade and then begin their daily rotation. Each rotation was 25 minutes in length and included Homework/Tutoring, Computer Lab, and Snack. During the Homework/Tutoring rotation students received individualized help with homework or tutoring. Also during this time, students worked on specific skills in their McGraw-Hill Workbooks. The computer lab rotation consisted of the same software that was used in the morning session as described above. During the snack, students choose from a variety of healthy nutritious snacks. After rotations had been completed students participated in enrichment and organized sports activities.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Student One:</p> <p>This student was in the fifth grade and received a score of not proficient in several math areas on the December PAS assessment (PAS is an assessment that we use locally to assess TCAP skills that a child might be deficient in). During the LEAPs Project, her tutor focused on specific skills that were identified in the PAS assessment. On the February PAS assessment, this child received advanced on the same math areas that had been previously identified as not proficient.</p> <p>Student Two:</p> <p>This particular student was in the first grade and when entering the Project was at grade level in math. As the student attended the Project, the student began to make significant gains and is now working on the third grade level in math.</p> <p>Student Three:</p> <p>This student was barely passing reading when he started attending the LEAPs Project. Since LEAPs, he has</p>



## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

brought his six weeks grade in reading to a B.

### Locations:

Dyer Elementary School  
322 East College Street  
Dyer, Tennessee 38330

Spring Hill Elementary School  
84 State Route 188  
Trenton, Tennessee 38382

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Trenton Housing Authority	
Grant Contact: Rhonda Casey	
Phone: ( 731 ) 855-1231	Email: Rhonda@trentonhousing.org

Grade Span Served: 1 <sup>st</sup> - 8 <sup>th</sup> grade			Total No. of Students Served: 84		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
82	98	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
4	5	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	61	73	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>The program provides daily homework assistance and tutoring. The academic programs are structured to use innovative techniques such as teaching math and measurement through the operation of a kids café. Current events and community happenings such as the tornados of 2006 are used to reinforce science skills through the presentation of weather related programs. Recreational activities are provided while encouraging participation in extracurricular events at school. The program joins with the Gibson County YMCA for field trips and physical activity. Computer skills training is offered including internet safety workshops for both students and parents. Leadership development is achieved through many service learning activities and community service events. Students learned about history by developing policy and passing the resolution through the city council. Specialized academic assistance with skill enhancement in Math, Reading, language arts, Science and History are presented using creative and innovative activities.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>A reduction of academic failure and improved school performance is measured with 30% improvement. There has been a 67% reduction in measured disciplinary problems at home and at school. Extra curricular activities such as band, sports and club memberships have increased by 10% as compared to the beginning of the Leaps program. New partnerships have been established with area agencies. Older students have become better mentors for the younger students enrolled in the program. Students body mass index has decreased and parents report students have better eating habits.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Giles County School Board: LEAPs and Bounds	
Grant Contact: Sherry Polly	
Phone: ( 931 ) 363-2337 or (931) 309-0492	Email: landb@giles.k12.tn.us

Grade Span Served: 1-6			Total No. of Students Served: 179		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
114	64%	Qualify for free/reduced lunch	0	0%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
22	12%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0%	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
6	.03%	At risk of state custody due to family dysfunction	42	24%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Our local program provides numerous services to the students that we serve. Our hours of operation are from 2:30pm until 5:30pm Monday through Thursday. A set time from 2:45pm until 3:30pm is used for the students to work with a faculty member on school work and to get extra help on homework and or classroom assignments. Our staff of teachers is highly qualified in their particular fields of study and helps the students in anyway that they can. Students then start their class schedule with technology, survival skills/character building, A.I.M.S. or healthy lifestyles. The students are scheduled in such a way that they participate a total of an hour a week in each of these four areas. Technology class allows the students to have hands on training and use of some of the newest technology equipment. Our survival skills/character building class teaches the students how to deal with issues that may arise within there everyday lives as well as home economical questions. In A.I.M.S, students have the chance to answer those "who, what, when, where, and why questions" by the use of math and science skills. Finally, our healthy lifestyle program allows the students to test their physical abilities against one another in different areas while learning new ways to stay healthy. On weekends, our program goes on educational field trips throughout the great divisions of the state. These field trips help to broaden the students horizons, along with providing them a reinforcement of the skills taught during the classroom sessions.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Here are a few of our numerous areas of growth from the 2006-2007 academic year of our programming of Leaps and Bounds.</p> <ul style="list-style-type: none"> <li>• 100% grade level promotion of students within the program</li> <li>• Terra Nova/TCAP test preparation yielded outstanding results with students' vast improvement over previous year's scores and in some cases tripling and quadrupling their scores.</li> <li>• Provided opportunity for students and parents to travel to all three of the great divisions of the state.</li> <li>• Staff development training using the latest technology which was then passed on students in their charge.</li> <li>• Forged stronger relationship with parents and the community as a whole in order to propel the program forward.</li> </ul>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Greene County Schools Board of Education-- McDoald Elementary School Path of Knowledge	
Grant Contact: Clark E. Justis	
Phone: ( 423 ) 235-5406	Email: justisc@greenek12.org

Grade Span Served: K-8			Total No. of Students Served: 60		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
35	35	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
15	15	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	10	10	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>All students will participate in a schedule of activities which includes a snack, homework time with available assistance if needed and 30 minutes of Wellness daily. On Monday, Wednesday, and Friday of each week, students will participate in a round robin schedule which includes 30 minutes of tutoring in math, 30 minutes tutoring in language arts, and 30 minutes in an enrichment activity. On Tuesday and Thursday of each week, students will participate in a schedule of enrichment activities which include science &amp; horticulture, social studies, art, music, technology, and storytelling.</p> <p>This program is staffed by teachers and aides employed in the regular school program which allows for continuity in the regular school day and the after school program.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>We have served over 200 different children during the course of the year. Our partnership with the Niswonger Foundation has provided the My Reading Coach computer program which has helped struggling readers to improve reading skills. We have worked a lot on math facts, thinking skills, and reading/language arts skills. McDonald School's annual yearly progress increased in both reading and math over the previous year. We provided enrichment programs and wellness programs to enhance the students life skills. Under the direction of certified teachers children have had access to computer labs, greenhouse activities, tutoring, and the library. Outside speakers on topics of interest have visited. This program has provided a safe and nurturing environment and has enabled parents to communicate with the school regarding their child's progress and the school's expectations of their child. Children do not have to go home to an empty house, nor do parents have to pay for after school care.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Grundy County - Coalmont Elementary School ASTA	
Grant Contact: Kathy McCullough	
Phone: ( 931 ) 592-9453	Email: KathyM@k12tn.net

Grade Span Served: K-8			Total No. of Students Served: 245		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
161	66%	Qualify for free/reduced lunch	245	100%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
5	2%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
7	3%	At risk of state custody due to family dysfunction	40	16%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Coalmont School's Leaps activities and services for 2006-2007 included extensive tutoring for the core subject areas: Reading, Language Arts, Math, and Spelling. All students K-3 and Special Education students were provided with additional help in Reading and L.A. through collaboration with the Reading First Grant. Students 3-8 were assigned a specific certified teacher and high school helpers to assist with any problem areas. Intervention strategies were implimented using Study Island, United Streaming, and Mathathon. Students received keyboarding and computer skills in the R.F. Lab and the portable laptop station. We also partnered with the METS, UT Ag. Extension office, and T-Cap tutoring to provide students with the scaffolding necessary to be successful academically.</p> <p>Every morning for an hour and every evening for another hour the students were given opportunities to play several organized sports such as basketball, kickball, football, soccer, and golf. They also were given informal times of physical play for socialization.</p> <p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>In the 2005-2006 school year, Coalmont E.S. did not meet AYP and was placed on a High Priority list of schools in need of improvement. Leaps allowed us to focus on academic needs of the intermediate grades which were getting no special attention the previous year. Reading First was helping our K-3 students, but our 4-8 students were struggling. We are excited to announce that we met and exceeded AYP for the year we ran Leaps at Coalmont. It allowed several of our failing students to receive the help they needed to be promoted at the end of the year. Many of them would have been retained or failed due to lack of progress.</p> <p>Another major benefit to our particular students is the ability to get specific subject assistance with homework. We've found that many of our parents and guardians weren't helping with homework either because they weren't home or they didn't know how.</p> <p>We also noticed that our students were more physically active and healthier when they stayed after school because they were playing and interactive with staff and friends instead of at home in front of t.v.'s and video games.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Grantee Agency (name of fiscal agent): Grundy County – Tracy Elementary School	
Grant Contact: Heather Doino	
Phone: ( 931 ) 592-5741	Email: heatherdoino@bellsouth.net

Grade Span Served: k-8			Total No. of Students Served: 235 (at risk served total 217)		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
212	90	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	37	15.8	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Lightspan Playstations Disc Golf Computer Labs Yoga Nutrition Aspects Floor Hockey Basketball Football Volleyball Bowling Rock Climbing Walking Program</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Overweight children are becoming more fit. Low achievers are boosting learning abilities and desire to learn. The school is opened to the community. All participating students are building confidence and increasing computer skills. A sense of community is building throughout the entire school.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Douglas-Cherokee Economic Authority - Project ENABLE	
Grant Contact: Cathy W. Kitts	
Phone: ( 423 ) 581-5420	Email: cathykitts@aol.com

Grade Span Served: 6-12			Total No. of Students Served: 115		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
115	100%	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
20	17%	At risk of state custody due to family dysfunction	115	100%	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):  
In the 2006-07 program year, Project ENABLE primarily targeted at-risk, Hispanic ESL, middle and high school students enrolled in Hamblen County Schools. Services were provided at centrally located Morristown East High School on a daily basis, Monday through Friday, 3:00 p.m. – 6:00 p.m.

General daily/weekly activities included:

- Daily group tutorial and remedial services were provided in reading, math, and science based upon Tennessee State Curriculum Standards and regular school day activities and assignments. (10 hrs. per week)
- Daily homework assistance was provided, with individual tutoring in reading, math, and science. (10 hrs. per week)
- Students utilized CompassLearning Odyssey, Plato, ACT and Gateway Preparation, and other educational software programs on a weekly basis.
- Daily individual and small group ELL instruction and activities were provided, based upon student need.
- Quarterly parenting skills activities were conducted addressing topics such as mentoring techniques, tips for increasing parent involvement and homework help.
- In partnership with Hamblen County Schools, nutritious, USDA-approved snacks and transportation were provided free of charge each program day.
- Students participated in daily physical education and leisure activities.
- Student leadership and character education programs addressed topics have such as Conflict Resolution, Good Citizenship, and Educational/Career Planning.
- Students actively participated in forming their own 'Rules of Conduct' by debating and coming to a consensus about the guidelines needed to maintain a safe and respectful learning environment.
- Service learning projects were incorporated as part of overall character development and educational programming.

Listed below are a few additional, specific examples of Project ENABLE activities for 2006-07:

- Project staff collaborated with Walters State Community College's International Club to organize an Afterschool Alliance Lights On! Afterschool event in Hamblen County. The evening provided approximately 600 parents and community members an opportunity to see first hand a sampling of services and activities provided during afterschool hours.



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

- In partnership with Douglas-Cherokee's Hispanic Mentoring Program, twelve student/mentor relationships were formed. Mentors included a former college professor, retired teachers, local physicians, and other concerned community members who went through an extensive background checks, mentor training, and a process to determine the best match for their background/areas of interest and expertise.
- A representative from Walters State Community College's Admissions Office met with high school participants to discuss college preparation, taking college classes during high school and the available options for immigrants wishing to enroll in the college.
- In the summer of 2007, DCEA partnered the Youth Emergency Shelter in Hamblen County to provide a summer school program targeting 20 'high-risk' youth in transitional care who would be entering middle and high school during the 2007-2008 academic school year. The program was conducted for four weeks during the month of June, 5 days per week, 4 hours per day at the shelter. Based upon initial student assessments, project staff conducted individualized and small group sessions consisting of: 10 hrs. per week of instructor led and computer based reading, language, and math remediation; 4 service learning activities; 2 hrs. per week of career and educational counseling; and 2 job readiness activities.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Participating children in grades 6-12 who completed 20 hrs. of reading/language arts (74%), math (63%) and science (48%) remediation increased reading/ language arts scores by 5% as measured by student report cards.

69% of regular attendees scoring below grade level completed 10 hrs. of academic/ELL computer-based remediation.

49% of parents of regular attendees participated in parent involvement programs providing incidental learning activities targeting mentoring and tutoring techniques and methods.

12 mentor/child relationships were formed between participants and honor students/community members.

According to school records, disciplinary actions among participants decreased by 41% during the 2006-07 school year as compared to the previous year.

According to teacher surveys, due to participation in the after-school program:

33% of regular attendees exhibited moderate-significant improvement in homework completion rates.

39% of regular attendees increased class participation.

30% of regular attendees improved attendance rates.

35% of regular attendees improved their behavior in class.

51% of regular attendees improved their overall academic performance.

Listed below are a few comments received from program field staff, teachers, and parents regarding specific academic successes:

- "With the assistance of two after-school ESL tutors, one high school student who was extremely at risk of dropping out of school completed and passed his Gateway exam with 'Advanced' scores, and graduated with his class in May."

-Program Coordinator

- "The afterschool program provides German a better future, more opportunities for a job better than mine. He can have the American dream, like everything beautiful that this country has to offer regardless of his race, religion and age."

-German's Father (translated from Spanish)

- "Elizabeth's English has improved a lot since the beginning of the school year. She seems more comfortable in the classroom doing activities and I think it is because she can understand more of what is going on."

-Program Tutor

#### **MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**

Lincoln Heights Middle School

Meadowview Middle School

Morristown East High School

Morristown West High School



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Douglas-Cherokee Economic Authority - Hamblen Elementary ELL Program	
Grant Contact: Cathy W. Kitts	
Phone: ( 423 ) 581-5420	Email: cathykitts@aol.com

Grade Span Served: K-5			Total No. of Students Served: 131		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
131	100%	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	131	100%	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):

In the 2006-07 program year, Douglas-Cherokee's Elementary LEAP in Hamblen County consisted of four primary sites serving low-income, special needs and/or Hispanic ESL/ELL students enrolled in Fairview Marguerite, Hillcrest, Lincoln Heights, and West Elementary Schools. The afterschool programs were conducted 15 hours per week, Monday through Friday from 3:00 – 6:00 p.m. following the school year calendar.

General daily/weekly activities included:

- Daily group tutorial and remedial services are provided in reading, math, and science (10 hrs. per week). All activities are based upon Tennessee State Curriculum Standards as well as Hamblen County Schools' "Curriculum Mapping" for each site.
- Daily homework assistance is provided, with individual tutoring in reading, math, and science. (10 hrs. per week)
- Daily ESL instruction and activities are provided for Hispanic ELL students. (10 hrs. per week)
- Individualized Educational Plans were developed for each participant upon enrollment and at the end of each grading period.
- Quarterly parenting skills activities were conducted.
- On a weekly basis, participants accessed educational software programs such as CompassLearning Odyssey, Fast Forward, Kids Pix, and Storybook Weaver.
- Nutritious, USDA-approved snacks and transportation were provided each program day.
- Each day, students participated in a variety of physical education and leisure activities.
- Monthly student leadership and character education programs were provided including mock elections, peer mentoring, and group problem-solving games.
- Weekly science projects and experiments were incorporated including 'Science Jeopardy', studies of the human cell, and erupting volcanoes.
- Project staff collaborated with Walters State Community College's International Club to organize an Afterschool Alliance Lights On! Afterschool event in Hamblen County. The evening also provided approximately 600 parents and community members an opportunity to see first hand a sampling of activities students participate in during afterschool programs.
- Through a partnership with Douglas-Cherokee's Hispanic Mentoring Program, 20 student/mentor



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

relationships were formed. Mentors included retired teachers, local physicians, and other concerned community members who go through an extensive background check, mentor training, and a process to determine the best match for their background/areas of interest and expertise.

- Although initial funding did not allow for the inclusion of a summer program, DCEA collaborated with Hamblen County Schools in conducting four-week summer programs in 2006 and 2007. Due to efficient resource management, DCEA was able to provide funding for supplies and program staff to assist with summer school activities targeting at-risk, Hispanic ELL students in grades K-5. The school system expressed a great need for assistance due to the overwhelming response to the Hispanic ELL summer program—the number of students enrolled (245) was nearly twice the number anticipated.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

- 78% of participants in grades 2-5 increased TCAP reading scores by 5% and/or scored Proficient or Advanced.

- 49% of participants in grades 2-5 increased TCAP math scores by 5% and/or scored Proficient or Advanced.

- Regular attendees in grades 1-5 who completed 15 hrs. of reading/language arts (67%), math (63%), and science (62%) remediation increased scores by 5% as measured by student report cards.

- 88 participants completed 5 hrs. of computer training and increased their computer literacy knowledge by 20% as measured by pre and post tests.

- All project staff serving ELL students completed at least 20 hrs. of ELL professional development.

- 82% of students completing at least one, 15-hr. ESL program increased their English speaking, reading, and/or writing skills by 5% or more.

- 91% of students completing at least 5 hrs. of computer training reflected a 20% knowledge increase in computer literacy as reflected by pre and post tests.

- 35% of students participating in the mentoring program increased homework completion rates by 10% as reflected by student records and teacher surveys.

- 74% of regular attendees increased reading, math, and/or science grades on their report cards.

- According to teacher surveys, due to participation in the afterschool program:

- 52% of participants had moderate to significant improvement in academic performance.

- 40% of participants improved homework completion rates.

- 36% of participants improved in class participation.

Listed below are a few comments received from parents, teachers and program field staff regarding specific academic successes:

- “Juan, 3rd grade, started with a ‘C’ in reading and brought it up to an ‘A’ for three consecutive grading periods. He surpassed his accelerated reading goal and received a trophy from the library.”

-Program Tutor

- “Gladys is doing a great job; I see a great improvement in her reading since she started the afterschool program. I am so proud of her!”

-1st Grade Teacher

- “Thank you so much for letting the Hispanic be a part of this program. The program has helped my son so much!”

-Parent

- “Salvador’s teacher came to me and asked what we had been working on during the afterschool program. I told her about the centers and a recent math contest. She told me she knew that something unique had happened because, on a recent multiplication test, Salvador scored the best he ever had on any previous math tests. She told me to ‘keep it up, whatever you are doing is working’.”

-Program Tutor

#### **MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**

Hillcrest Elementary School (Grades K-5)

Lincoln Heights Elementary School (Grades K-5)

Fairview Marguerite Elementary School (Grades K-5)

West Elementary School (Grades K-5)

Adult ESL/Employment Skills Trainings are provided at the Douglas-Cherokee Education Center.



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Douglas-Cherokee Economic Authority - Hamblen / Union County Project	
Grant Contact: Cathy W. Kitts	
Phone: ( 423 ) 581-5420	Email: cathykitts@aol.com

Grade Span Served: K-5			Total No. of Students Served: 91		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
84	92%	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	91	100%	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):

During the 2006-07 project year, Douglas-Cherokee's Lottery for Education: Afterschool Program (LEAP) in Hamblen and Union Counties targeted at-risk and/or underachieving students enrolled in grades K-5 at Luttrell Elementary School in Union County, and grades 2-5 at Lincoln Heights and Fairview Marguerite Elementary Schools in Hamblen County. The afterschool programs were conducted 15 hours per week, Monday through Friday from 3:00 – 6:00 p.m. following the school year calendar.

General daily/weekly activities:

- Individual and group tutorial/remedial services are provided on a daily basis in reading, math, and science (10 hrs. per week).
- Each student receives a healthy, USDA-approved snack each program day.
- Individualized Education Plans (IEPs) are developed for each participant based upon initial student assessments, TCAP and grade card scores from the previous school year, and teacher referrals. Plans are revised at the end of each grading period and/or program assessment based upon student improvement and/or need.
- Daily homework assistance is provided (10 hrs. per week).
- At the request of Luttrell Elementary School administrators, special guided reading groups with emphasis on comprehension and listening skill behaviors were incorporated into afterschool activities as a continuation of regular school day activities.
- Project staff conducted special TCAP preparation activities in February and March of 2007.
- Students received computer-based academic instruction utilizing educational software programs such as Accelerated Reader, CompassLearning Odyssey, Fast Forward, Kids Pix, and Storybook Weaver.
- Daily physical education and leisure activities were provided.
- Quarterly parenting skills activities were conducted covering topics such as mentoring techniques, tips for increasing parent involvement and homework help
- Weekly enrichment activities included arts and crafts, finger-painting, digital photography, science, cultural and theme-based projects, musical demonstrations, etc.



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

- 77% of regular attendees increased their math and/or reading grade by half a grade or more as indicated on their report cards.
- 544 hours of reading, language arts, math, and/or science tutoring were provided.
- 91 participants completed at least 15 hrs. of reading, language arts, math, and/or science remediation.
- 100% of students identified as 'borderline retention' completed 80 hrs. of summer school remediation, resulting in promotion to the next grade level.
- 82% of participants completing 15 hrs. of computer-based programs and services increased their computer literacy skills by 20% as evidenced by pre and post tests.
- 32 parents enrolled in program services.
- 97% of enrolled parents attended at least one parent/child connectivity or parent-based tutorial assistance activity.
- 49 students completed 2 service learning projects resulting in a 20% knowledge gain in project subject matter, as reflected by pre and post tests.
- 48% of participants, who previously exhibited adverse behaviors and completed 2 character development programs, reflected a 20% reduction in school disciplinary actions as evidenced by school discipline reports.
- In March 2007, DCEA's Hamblen County LEAPs organized a local Lights On Afterschool event, in collaboration with Walters State Community College's International Club. The evening provided parents and community members an excellent opportunity to understand and evaluate the importance of afterschool programming to the present and future success of the children in need of these programs. An estimated 600 youth and adults attended the event.
- Luttrell Elementary School, along with DCEA's other afterschool programs in Union County, also participated in a special Lights On Afterschool celebration on October 31, 2006. Speakers included the school superintendent, several local and state lawmakers. The event was a huge success, providing a safe and positive environment for youth in Union County on Halloween night. An estimated 750 people were in attendance with extensive media coverage from the Knoxville News Sentinel, WATE TV Channel 6 News at 5:00, 6:00, and 11:00 p.m., WBIR Channel 10 News at 11:00 p.m., and local radio stations.

Listed below are a few comments from parents and teachers reflecting the positive impact of the program:

"You don't know how much I appreciate the work you are doing; some of the homework is so hard for me to understand- I don't know how they do it!"  
-Program Parent

"Thanks for helping my son improve his grades and attitude; he is doing a lot better than when he first began school."  
-Program Parent

"After 3 months in the program, John brought his reading grade from a 'D' to an 'A', exceeding his Accelerated Reading goal. He also received a trophy from the library."  
-3<sup>rd</sup> Grade Teacher

#### **MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**

Luttrell Elementary K-5 – Union County  
Lincoln Heights Elementary 2-5 – Hamblen County  
Fairview Marguerite Elementary 2-5 – Hamblen County



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Douglas-Cherokee Economic Authority - Union County Program	
Grant Contact: Cathy W. Kitts	
Phone: ( 423 ) 581-5420	Email: cathykitts@aol.com

Grade Span Served: 6-12				Total No. of Students Served: 130	
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
65	50%	Qualify for free/reduced lunch	130	100%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	130	100%	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):

In the 2006-07 program year, Douglas-Cherokee's LEAP in Union County targeted at-risk and/or underachieving students enrolled in grades 6-8 at Horace Maynard Middle School and grades 9-12 at Union County High School. During the school year, the program operated Monday through Friday from 3:00 p.m. – 6:00 p.m. for students in grades 9 through 12. Summer school sessions targeted both middle and high school students and operated six hours per day at each site.

General daily/weekly activities included:

- Individualized Educational Plans were developed for each participant based upon TCAP, Gateway, and grade card scores from the previous school year.
- Students participated in daily group tutorial and remedial services in reading, math, and science (10 hrs. per week).
- Homework assistance was provided on a daily basis with individual tutoring as needed in any subject. (10 hrs. per week)
- Computer-based credit recovery programs were conducted on a daily basis for high school participants.
- Each day, middle school participants rotated through various need-based 'centers' designed to meet individual learning needs. Each 'center' provided special activities covering one or more of the following subjects: math, language arts, science, computer literacy, health/nutrition.
- Students participated in a minimum of two service learning projects.
- High school students attended local college and career fairs.
- The middle school summer program targeted students considered 'borderline retention' with intensive tutorial and remediation services. Upon completion of the program (with required attendance and academic performance), students were able to advance to the next grade.
- Quarterly parenting skills activities were provided covering topics such as "How to Provide Homework Help for Your Child", "Effective Parenting", etc.
- Horace Maynard Middle School and Union County High School, along with DCEA's other afterschool programs in Union County, participated in a Lights On Afterschool event on October 31, 2006. Speakers included the school superintendent, several local and state lawmakers, and Mrs. Laura Nichols, representing the TN Dept. of Education. The event was a huge success, providing a safe and positive environment for youth in Union County on Halloween night. An estimated 750 people were in attendance with extensive



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

media coverage from the Knoxville News Sentinel, WATE TV Channel 6 News at 5:00, 6:00, and 11:00 p.m., WBIR Channel 10 News at 11:00 p.m., and local radio stations.

- Participants received weekly computer literacy instruction through classes such as Introduction to Computers, Microsoft Office XP, Keyboarding, etc.
- Students had daily access to CompassLearning Odyssey, Plato, ACT and Gateway Preparation, and other educational software programs.
- Each student received a free, healthy snack each day and a nutritious lunch during the summer school program.
- Daily physical education activities and games were provided. Individual and group sport activities included track, basketball, soccer, dodgeball, karate, and dance (3 hrs. per week).
- Students participated in leisure activities such as movies, picnics, and board games (3 hrs. per week).

Identify a few Accomplishments or Successes attributed to LEAPs activities:

- 100% of participating children in grades 9-12 who completed 15 hrs. of reading/language arts, math and science remediation increased reading/ language arts scores by 5% as measured by student report cards.
- During the summer program, 80% of "borderline retention students" completed 60 hrs. of remedial and tutorial services, resulting in promotion to the next grade level.
- 28% of high school students participating in the credit recovery program recovered at least 1 high school credit.
- 36% of regular attendees scoring below grade level completed 10 hrs. of computer skills development opportunities.
- 34% of parents of regular attendees participated in parent involvement programs providing incidental learning activities targeting mentoring and tutoring techniques and methods.
- 80% of "borderline retention students" completed 60 hrs. of remedial and tutorial services, resulting in promotion to the next grade level.
- 11 high school students completed 2 service learning projects resulting in a 20% knowledge gain in project subject matter.
- 79 students participated in at least 10 hrs. of sport related activities and 46 students participated in leisure opportunities.
- 3 volunteers were recruited.
- 11 students were mentored by BETA Club honor students and increased their homework completion rates by 10%.
- According to teacher surveys, over 75% of participating students have shown improvement since the beginning of the school year due to participation in the after-school program.
- Attendance rates increased for students in the program by 12%, while the overall school attendance rate decreased.
- The perfect attendance rate among participants rose to 16.09% this year as compared to 8% last year.
- Office referrals among participants decreased by 17% and, suspensions/expulsions decreased by 24%.
- Every student participating in the project's Gateway Algebra preparation class scored 'Advanced' on the exam while writing scores among participants increased this year to an average score of '5'.
- During summer school 2006, 12 high school students recovered one credit; one student recovered three credits. 20 failing middle school students successfully completed the summer school course and, as a result, were promoted to the next grade.
- Average daily attendance rates improved to 91.3% this year from 90.6% last year.

#### **MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**

Horace Maynard Middle School (Summer Program - Grades 6-8)  
Union County High School (Grades 9-12)



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Chattanooga Chapter of The Links, Inc.	
Grant Contact: Dr. Joyce E. Hardaway	
Phone: ( 423 ) 344-7410	Email: joyce7410@aol.com

Grade Span Served: 8-12			Total No. of Students Served: 35		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
35	100	Qualify for free/reduced lunch	35	100	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
14	40	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	35	100	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
3	9.	At risk of state custody due to family dysfunction	7	20	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Academic enrichment in the areas of mathematics, reading, writing, and science in preparation for ACT. The goal is to improve their scores on ACT. In addition, enrichment in the arts, technology, and physical activity is provided. Parents are included and opportunities to learn and strategies to use at home are taught during regular parent meetings. Students participate Monday - Thursday for academic coursework and emphasis on the ACT. On Saturdays, they use technology to strengthen their concepts and we provide enrichment in the arts. We provide teachers for the program, teaching materials, snacks, and transportation. We have partners in the program who help us in providing transportation. At parent meetings, instruction is given on parenting, helping children with homework, where to go for help, using the parent portal, and we help parents to grow academically themselves.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Four of the seniors who enrolled in the program in September have taken the ACT and scored above 21. This is impressive since the average ACT score at Howard is 15. In addition, 32 of the students who are enrolled in the program passed all of the classes they were enrolled in. The three who did not have committed to work harder and score better. The improved subject grades and conduct are perks for the program that we had not counted on, but are pleased to report.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Girls Incorporated of Chattanooga	
Grant Contact: Sylvia Gray	
Phone: ( 423 ) 624-4757	Email: sgray@girlsincofchatt.org

Grade Span Served: 6 <sup>th</sup> -8 <sup>th</sup> Grade			Total No. of Students Served: 15		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
15	100%	Qualify for free/reduced lunch	15	100%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
0	0%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	15	100%	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0%	At risk of state custody due to family dysfunction	2	13%	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):

**Reading/Language Arts:**  
 “Reader’s Theater” is used for reading/language arts skill development. Girls read daily for at least 30 minutes and complete daily journals entries on topics of their choice.

**Computer Literacy:**  
 Current events are the centerpiece for the development of computer literacy skills. Girls regularly research current events on women and their current contributions to society. Girls also use the computer to complete homework and class projects. Internet safety is an ongoing issue that is stressed and discussed with the girls. The computers that the girls have access to restrict any website that is inappropriate for viewing and use by school-age children. This service is provided by the Hamilton County Department of Education.

**Math/Science:**  
 Math and science lessons are based upon what the girls are learning in their regular classroom setting; however the specific activities are fun exercises that apply math and science skills to solving every day problems. Math puzzles such as sudoku and runway equations present math concepts in a fun way. The girls have the responsibility for developing the budget for the purchase of healthy snacks for the program.

**Tutoring/Mentoring:**  
 Peer tutors and mentors assist girls with homework and academic enrichment projects daily. The one on one attention has helped to increase scores in the required components.

**Sports/Recreation:**  
 Girls are allowed time for structured recreational games at least twice a week. The thirty minutes allowed for recreational activity is used as a transition from the regular school day to the after-school program. Girls engage in activities such as: kick ball, jump roping, dodge ball, relays, and team building games. The outdoor/indoor recreation activities build a routine of establishing daily health.



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Students and their families have expressed their appreciation for having an outlet where young girls are able to meet their academic needs in a structured and supportive, yet fun, atmosphere. Girls who are regularly active in the program generally see an improvement in their academic performance. Through the coaching received in proper study methods, effective listening, and test taking, program participants have developed new skills. On the social side, girls are able to interact with students from different cultural and socio-economic backgrounds. This allows girls to learn from one another in addition to the guidance from their instructors. Parents are grateful for the time allotted for homework because of the extra attention and help that the girls receive.

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): St. Elmo/Alton Park Partners, Inc.	
Grant Contact: Lisa Nichols	
Phone: ( 423 ) 298-2161	Email: lisaanichols@cs.com

Grade Span Served: K-5			Total No. of Students Served: 49		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
28	58%	Qualify for free/reduced lunch	25	51%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
7	14%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	2	4%	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
7	14%	At risk of state custody due to family dysfunction	5	10%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Building Blocks after-school program includes one hour of homework/tutoring every day, one hour of group and/or individual reading each week, one hour of art each week, three hours of sports/exercise each week, two hours of structured play (puzzles, games, building blocks, etc) each week, and one hour of computer time each week.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Building Blocks is a collaborative effort between the City of Chattanooga Parks and Recreation Department at the South Chattanooga Recreation Center (SCRC), the Boys and Girls Club of Chattanooga, and the St. Elmo/Alton Park Partners. Emphases include completing homework for each child every day and building skills for children to get along with fellow students.</p> <p>Building Blocks worked with Girl Scouts to bring greater self esteem to our group. Boys are involved as well as girls. The program continues to challenge students with puzzle contests, sports games, and helping each other with homework.</p> <p>Building Blocks worked with the SCRC to coordinate the summer program in which students had literacy and math enrichment in the morning, participated in outdoor activities for field trips, went to the Boys and Girls Club Camp Kiwanis Day Camp, and were able to go swimming or play in the gym each afternoon. All but one of the Building Blocks successfully completed his/her grade level in 2006-07</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): YMCA Chattanooga Metropolitan YCAP Program	
Grant Contact: Joe Smith	
Phone: ( 423 ) 400-8472	Email: jobox2win@aol.com

Grade Span Served: 5 <sup>th</sup> through 9th			Total No. of Students Served: 68		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
54	80	Qualify for free/reduced lunch	32	48	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
48	70	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
39	57	At risk of state custody due to family dysfunction	27	40	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>The YCAP provides a wide range of services to include tutoring, mentoring, individual and group counseling as well as family counseling. Each day the YCAP child brings his/her homework sheet that each teacher has signed off on. This gives our YCAP staff a lot of information about said child to include behavior issues, class preparation and participation and home work assignments. A typical YCAP day involves a heart smart snack when the kids arrive. We during that time de-grief their day. Following is a one hour tutoring sessions. We have tutors that are paired with the YCAP kids on some days this is a one to one ratio. The second hour is group time. We work on communication skills, conflict resolution, and problem solving. The third hour involves recreation. We do a lot on Adventure based Recreation to include ropes courses, hiking, swimming etc..The parents and or guardians of the YCAP children are required to attend parent groups a minimum of one time each month. We meet every other Tuesday night and a number of our parents attend all sessions. These sessions serve as a support group to parents parenting teens. Also we spend a lot of energy teaching parents how to set and maintain appropriate boundaries for their children. The summer months include a week at Camp Ocoee, Giving Back Week, Health Week, Made in Chattanooga Week, and Judicial Week.</p> <p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>The program participants academic progress/ or lack of / is monitored daily by homework sheets, contact with school administrators and teachers, and staff visits to the school campus and classroom. Of the 68 kids we served last school year only one child was held back to repeat his grade. 88% of all YCAP kids improved their GPA by a full letter grade in the four core subjects of Math, Reading, Science, and Language Arts. A lot of our referrals come from Juvenile Courts. We had 3 of 68 kids that committed an offense that required additional juvenile court intervention.</p> <p>Our parent support groups have an average attendance of 82% of YCAP parents attending. We are especially proud of that as we believe that many of our kids' problems begin at home and with the adults in their lives. A majority of the YCAP kids are students who have been kicked out of other after school programs due to inappropriate behaviors. We are proud that we have a 92% retention rate with our students.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Clinch-Powell Educational Cooperative	
Grant Contact: Kay Goode, Executive Director	
Phone: ( 423 ) 626-4677	Email: kmgooode@centurytel.com

Grade Span Served: 9-12			Total No. of Students Served: 81		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
63	78%	Qualify for free/reduced lunch	0	0%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
3	4%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0%	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
5	6%	At risk of state custody due to family dysfunction	19	23%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Each day the after school program offered homework help, tutoring, computer classes and recreation. On Monday and Thursday music was offered from 3:15-6:00. We had many students who were interested in learning how to play musical instruments and some who wanted to improve their skills. Every Wednesday cooking and nutrition was offered from 3:15-5:00. The students love this class because they help prepare the food and then they would get to eat. Every Tuesday and Thursday ACT Prep class was offered. ACT Prep class involved tutoring students with math, reading comprehension, and science. This class also focused on strategies to help students to bring up their ACT scores. As an incentive for attendance, a counselor from North East State College offered to pay the Act fee for those students who participated on a regular basis. The school newsletter/creative writing class met every Monday and whenever necessary to create the newsletter that was called the "Sneak Peek". We tried to get a monthly issue out to the entire high school student body to inform them of activities and special events that had happened during the month. This was a huge success with a lot of student participation. We had a rook club, chess club, magic card club and a pep club. This helped to build school spirit for the high school and gets students involved in something other than being on the streets. On Tuesdays, we hired a teacher/bus driver who transported the after school students to the former high school where we offered basketball, ping pong, volleyball, pool, etc. On Fridays tutoring was offered and at the former high school recreational activities were offered.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>The program grew in attendance more quickly than we expected. There were several (more than expected) who attend just for the tutoring and homework assistance. Parents were very appreciative of the activities, supervision, and assistance that their teenagers received. Math tutoring was the most needed and utilized academic class. We hired one of the math teachers to tutor those who need homework assistance and test preparation. He helped several students to bring up their grades and improve on their test scores. The ACT Prep class was a great success also. The students who attended regularly scored very well on their ACT. The lowest score that was received by any of them was an 18.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Lexington City School System	
Grant Contact: Teresa Davis	
Phone: ( 731 ) 968-8457 ext. 408	Email: davist@caywood.org

Grade Span Served: K-5			Total No. of Students Served: 46		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
28	61%	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	21	46%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Activities in the LEAP program include emphasis on homework completion and tutorial assistance to reinforce/enrich the regular academic program. Grade level curriculum standards were enhanced in the reading, math, and science content areas. Students expressed positive feedback for having the assistance at school for homework that avoids the home conflicts associated with homework. Extra practice with oral reading has increased student reading fluency and supported a positive adult or student mentor relationship. Technology and internet access is provided with software programs such as A+, Orchard, Accelerated Reader, Starfall, and others. Earobics is a prescriptive software program used to support students in our RTI three tier Reading model. Other components included: hands on math manipulatives, Leapster hand held devices, science based projects, arts and craft, music, character education, sports and leisure activities, and personal responsibility activities, field trips, speakers.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Our youngest students have been provided with a nurturing, safe environment in the LEAP afterschool program that enables them to achieve success academically, socially, physically, and emotionally in an important formative time in the early years of education. Students are showcased with performances at Family Literacy Night and a positive relationship with parents is promoted to encourage a strong school-home partnership. Parents have been helped with afterschool care that supported the rigorous school requirements and the parent's limited time due to work schedules and limited incomes. Students and parents in the LEAP program from the previous two years have established a family bond and feel very safe about the relationships built with the LEAP staff. This resource has made such a positive impact on families that they kept asking for the LEAP program to begin from the start of school. Many families were in a hardship until we were notified that the LEAP funding was available.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Grantee Agency (name of fiscal agent): City of Mountain City	
Grant Contact: Flo Bellamy, Community Center Director	
Phone: ( 423 ) 727-2940	Email: flobellamy@mounet.com

Grade Span Served: 1-12			Total No. of Students Served: 95		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
70	74%	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
1	1%	At risk of state custody due to family dysfunction	1	1%	At risk of failing one or more subjects or are behind by at least one year

#### Program Activities (Specific services provided):

The LEAPs program strives to attend to the whole student—mind, body and spirit. Students are encouraged to spend part of every day in healthy exercise and movement. When students arrive, they receive a nutritious snack. Activities and services provided include:

Reading/Language Arts: Computer lab is available from 3:00-6:00 each day. Mentor/tutors are available to help students with their reading, and to help students achieve their accelerated reading goals. Students go on field trips to the library and may access library information on-line.

Math/Science: Computer lab, Mentor/tutors Students also are encouraged to play chess, which helps develop a number of math-related thinking skills.

Computer Literacy: The computer lab is open 3 hours a day. Mentor/tutors work daily with the students to improve computer skills. Students do not have unmonitored access to the internet. Educational software purchased with the LEAPs funding includes: Middle School Success & High School Success software suites that provide user-friendly learning. Lesson plans include interactive, self-paced tutorials and engaging activities. SUCCESS gives students an enjoyable way to improve academic performance.

Tutoring/Mentoring: Students may sign up to receive one-on-one help with their school work. All students participate in small group mentoring. Students are not allowed to choose other activities until homework is complete. The Tutor/mentors not only help students succeed academically, they are there to help with social skills and to help students discover their talents and strengths. This helps to build self esteem.

Sports/Recreation/Cultural Enhancement: Throughout the school year the student's horizons are broadened through offering the "Crafty Kids Club" and Ballet classes. There are few girls attending, so the dance lessons have been instituted as a special incentive for them. Recreational and arts activities are offered through a partnership that includes Karate lessons taught for one hour a week by instructor Chris Laing of Blue Ridge Kung Fu.

Wellness/Nutrition The LEAPs program provides a nutritious snack each day. Personal hygiene is emphasized. The educator from Agricultural Extension comes to talk to the students about nutrition. The Community Health Educator from the Johnson County Health Department also comes and provides a variety of health topics of interest to the students.

Parent/Community Involvement: The mental health component of the LEAPs program provides activities for families. Friday nights at the Community Center are family music nights. A variety of artists come to provide music, or at times, there is an "Open Mic" night. This is scheduled on a Saturday for the



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

convenience of the parents.

The Community Center also offers a “Relative Caregiver” class that serves as a support group for those who are raising children of relatives. Some of these children came from “meth homes” and others from abusive situations. Any time a child is removed from his or her home of origin, it creates a hardship for the child and for the caregiver. This class has been well-received.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

One of the volunteers takes selected students to the local golf course to teach them to play golf. This improves their emotional and physical self-control. Some of the students who attend the Community Center are in need of counseling. Having a mental health professional on site helps to alleviate tense situations that could “blow up”. The Frontier counselor is able to provide parent education and “Arts Club” activities. These strategies enhance the students’ ability to learn to follow direction, problem solve, and succeed in school and in life while improving the parent-child relationship. For children with severe clinical problems, the on-site therapist can help steer the family toward community and center-based programs appropriate to the student’s situation.

The Community Center is very involved in the life of the community which helps to promote the LEAPs program. In the spring the Community Center LEAPs Program offers a week-long Johnson County Baseball Camp taught by Nick Perkins with assistance from the East Tennessee State University Fellowship of Christian Athletes and is well-attended.

A Community Easter Egg Hunt is sponsored by the Community Center. It is for children from 3-10 years old. This gives our teenage LEAPs participants the opportunity to engage in community service. They fill the plastic eggs with treats and hide them for the event. They also have the enjoyment of seeing happy faces as they give away stuffed animals and other toys to the younger children.

In June, the Community Center hosts the Children’s Exhibit for the Sunrise Arts Festival and the older LEAPs students help to host the “free fishing” day in the park for students. This helps them to develop leadership skills.

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Johnson County Board of Education	
Grant Contact: Dr. Bridgette Hackett	
Phone: ( 423 ) 727-2621	Email: bhackett1@k12tn.net

Grade Span Served: HS-6			Total No. of Students Served: 265		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
199	75%	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
13	5%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
7	3%	At risk of state custody due to family dysfunction	32	12%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>2.5 hours per week of reading</p> <p>2.5 hours per week math and/or science</p> <p>1 hours per week of nutrition</p> <p>30 minutes per day of fitness x 5 days per week</p> <p>2.5 hours per week of technology</p> <p>10 hours per week homework/tutoring</p> <p>Educational field trips linked to learning</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>-General ed 5<sup>th</sup> graders averaged a 4.1 on TCAP Writing test in 2007 after "Writers Club" for 5<sup>th</sup> graders in after school LEAPS program.</p> <p>-Johnson County is a regionally isolated area with many students who have not left the county. Students enjoyed many educational field trips linked to math, science, and reading.</p> <p>_Homework/tutoring is greatly appreciated by classroom teachers.</p> <p>MCE TCAP scores last year reflect all A's in achievement as well as all A's in value added. While this is not exclusively the result of LEAPS funding, LEAPS is definitely helpful.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Boys & Girls Clubs of the Tennessee Valley – Statewide Project	
Grant Contact: Kelly Drummond	
Phone: ( 865 ) 544-3825 ext. 233	Email: kdrummond@bgctnv.org

Grade Span Served: K-12			Total No. of Students Served: 1118		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
864	76%	Qualify for free/reduced lunch	216	19%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
277	24%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0%	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
351	31%	At risk of state custody due to family dysfunction	392	35%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Project Learn addressed identified needs of target areas through the following program components: (1) Project Learn Academic Enhancement Program provided academic enrichment services and activities that enhanced academic performance of participants in core content areas of math, reading, language, science and social studies; (2) Club Tech curriculum involved students in technology programs and resources that developed computer skills and integrated technology in core program areas that enhanced academic skills through activities that employed their creative and critical thinking skills; (3) Triple Play engaged students to focus on improving their overall health and well-being through (a) Healthy Habits incorporated healthy living, active learning, eating right and regular health care, (b) Youth Sports involved fitness, positive leisure time and stress management and (c) Social Recreation provided experiences that developed positive peer relationships, a healthy self-concept and coping well in adverse situations; (4) Supplemental Enrichment Activities through educational field trips, group projects and events, and other program related activities; and (5) Parent Involvement provided parents informational sessions, opportunities to spend positive time with their children, educational support and safety and drug awareness programs.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Communication, access and growth are accomplishments of Project Learn. Parents were provided information sessions about Project Learn, drug awareness and available community services. Project Learn staff attended school in-service trainings, school teachers referred parents/students to the program, teacher surveys were used to update student Academic Support Plans, Club staff volunteered at schools, Open House events were held, parent newsletters provided tips for helping with homework, Reading Nights were offered, tutors provided valuable communication on student progress and community partners brought in added value and expertise in various areas. Access to services included serving a population of members speaking over 60 different languages, students with special needs, limited English proficiency and even students from private schools, who were part of the same target population. Academic growth and improvement were the most rewarding accomplishment seeing students go from making Ds &amp; Fs on report cards to making the honor roll, the tutoring of a student recommended for special education class that made the honor roll.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>

# Boys & Girls Club TN Valley

Round One Sites	Target Area	Schools Served	Grades	# Served
Boys & Girls Clubs of Maury County (W. 8 <sup>th</sup> Street Site)	Maury County	Highland Park Elem. J. Brown Elem. McDowell Elem R Howell Elem Riverside Elem Whitthorne Middle Columbia Central H.S.	K-5 K-5 K-5 K-5 K-5 6-8 9-12	60
Boys & Girls Clubs of the Tennessee Valley ( York Elem. Site) ( S. Fentress Elem. Site)	Fentress County	Allardt Elem. Pine Haven Elem. York Elem. South Fentress Elem. Clarkrange High	K-8 K-8 K-8 K-8 9-12	100
Boys & Girls Club of Jackson (Brownsville Site)	Haywood County	Anderson Early Childhood Haywood Elem. East Side Elem. Sunny Hill Elem. Haywood Jr. High Haywood High	K-5 1-2 3-4 5-6 7-8 9-12	100
Round Two Sites	Target Area	Schools Served	Grades	#Served
Boys & Girls Clubs of Memphis (Goodwill, Buckman, & Porter Club)	Memphis	Cummings Elem. Hamilton Elem. Carnes Elem. Gordon Elem. Guthrie Elem. Klondike Elem. Georgia Ave. Elem. Vance Middle Hamilton Middle Booker T. Washington HS	K-5 K-5 K-5 K-5 K-5 K-5 K-5 6-8 6-8 9-12	150
Boys & Girls Clubs of Middle Tennessee (Thompson Lane & Teen Center)	Nashville	Glenview Elem Wright Middle Glenciff Elem.	K-4 5-8 K-4	60
Boys & Girls Clubs of North Anderson County (Lake City Elem Site)	Lake City	Lake City Elem. Briceville Elem.	K-5 K-5	75
Boys & Girls Clubs of Rutherford County (Smyrna Site)	Smyrna	Smyrna Primary Smyrna Elem. Smyrna Middle Thurman Francis Elem Stewartsboro David Youree Elem John Coleman Cedar grove Smyrna West	K-5 K-5 6-8 K-5 K-5 K-5 K-5 K-5 6-12	60
Boys & Girls Clubs of the Smoky Mountains (Gatlinburg Site)	Gatlinburg	Phi Beta Phi Grade School	K-8	60
Boys & Girls Club of the Tennessee Valley ( Montgomery Village Teen Center)	Knoxville	Vine Middle Northwest Middle Whittle Springs Middle South Doyle Middle South Doyle High Austin East High Central High	6-8 6-8 6-8 6-8 9-12 9-12 9-12	75
Round Three Sites	Target Area	Schools Served	Grades	#Served
BGC of Chattanooga: East Lake Club	East Chattanooga	Clifton Hills Elementary	K-5	75
BGC of Greater Memphis: Hickory Hill Club	Southeast Memphis	Kirby Middle	6-8	50
BGC of Chattanooga: Highland Park Club	North East Chattanooga	East Side Elem.	K-5	60
BGC of Middle Tennessee: Preston Taylor Club	West Nashville	McKissack PDS School Carter Lawrence Elem. Cockrill Elementary Park Avenue Elem. W.A. Bass Middle Hillwood Comp. High Hunters Lane High Hillsboro High Pearl-Cohn High Whites Creek High	K-2;5-8 K-4 K-4 K-4 5-8 9-12 9-12 9-12 9-12 9-12	93
BGC of Northwest Tennessee: Union City Club	East Union City	Union City Elementary	K-5	100
<b>18 Total Project Learn Sites</b>	<b>14 Areas</b>	<b>64 Schools Served</b>		<b>1118 Youth Served</b>



## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

Grantee Agency (name of fiscal agent): Child & Family Tennessee	
Grant Contact: Kathy Hatfield, Director of Grants Management	
Phone: ( 865 ) 524-7483	Email: khatfield@child-family.org

Grade Span Served: Middle & High School, Grades 8-12			Total No. of Students Served: 34		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
34	100	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
34	100	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
34	100	At risk of state custody due to family dysfunction	34	100	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>LIFE (Learning is Fun for Everyone) is a LEAPs afterschool program with a curriculum developed and implemented for at-risk youth living in group home settings. The program's goal is to target the needs of at-risk adolescents who are in state custody by reinforcing and enhancing school experiences, while broadening their positive life opportunities. LIFE significantly impacts youth by addressing their academic, social, behavioral, physical, and emotional needs.</p> <p>Specific services are offered to LIFE youth each week including:</p> <ul style="list-style-type: none"> <li>4 hours of reading skill development and enhancement</li> <li>2 hours of math or science skills development and enhancement</li> <li>2 hours of computer literacy and skills development</li> <li>3 hours of academic mentoring and tutorial assistance</li> <li>4 hours of sports or leisure opportunities</li> </ul> <p>In addition to the core areas, key speakers lead groups that deal with subjects such as art, self-esteem, health and nutrition, personal safety, and family issues.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>All of the students advanced to the next grade level; 88% of grades achieved by the students after involvement were A's, B's, or C's; and 69% of students maintained a C-average or better in all of their classes through the end of the school year.</p> <p>LEAPs set up computer laboratories at 3 sites with educational software that provided extra help for students in areas such as English, math, and science. Students also were able to access the Internet to help with research for planned activities and other projects. The program also purchased a kinesthetic music pad, which provided an exercise option when students were unable to go outside because of bad weather.</p> <p>One high school student won a poetry contest at her school after participating in a LEAPs activity focusing on helping students improve their writing skills and express their feelings through poetry and journaling.</p> <p>An 8<sup>th</sup> grade student received intensive tutoring in reading and writing, allowing her to pass a placement test</p>



## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

and join a regular English classroom. Previous to this, the student had been placed in special education classes since she first started school. She also scored 4 out of 6 on her T-CAP writing assignment.

### ***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***

LIFE Afterschool is a program of Child & Family Tennessee, a private non-profit agency located in East Tennessee. Lakebrook Academy is an accredited school owned and operated by Child & Family. Youth attending this school are in the State of Tennessee's custody, are ages 12 to 18, and live in 3 Child & Family group home settings. Afterschool activity sites/locations include:

Lakebrook Academy  
3006 Lakebrook Boulevard  
Knoxville, Tennessee 37909

Johnson Group Home  
412 High Street  
Maryville, Tennessee 37804

Blount County Boys' Home  
1012 East Lamar Alexander Parkway  
Maryville, Tennessee 37804

Cooper House  
1206 Luttrell Street  
Knoxville, Tennessee 37917



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Montgomery Village Child Development Center, Inc. (MVCDC)	
Grant Contact: Connie Steele, MVCDC Board of Directors President,	
Phone: ( 865 ) 951-2683	Email: csteele69@msn.com

Grade Span Served: K-5			Total No. of Students Served: 21		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
21	100	Qualify for free/reduced lunch	10	48	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
8	38	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	8	38	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>For at least 150 days of 2007-08, initiated from October 1, 2007, through May 1, 2008, My Village Ch. Dev. Ctr. will provide specific activities designed to increase the children's development of their potentials by providing fun activities/games for math, reading, language arts, social studies, physical education (K-8 Kids' Place, 2006):</p> <ol style="list-style-type: none"> <li>1. Quality instruction is provided to enhance children's academic skills in the above-mentioned areas by the following specific services: <ol style="list-style-type: none"> <li>a. Supervision of curricula for kindergarteners and 1<sup>st</sup> through 5<sup>th</sup> grades by Director, Mr. Dan Hazlett</li> <li>b. Inclusion in curricula computer lessons with language/literacy/math lessons by Dir. Dan H., with 2 workstations, 2 language products, 2 language basics, 1 professional development day, support, progress assessment;</li> <li>c. Lead Teacher, Ms. Jackie Cameron will provide supervision of children's homework periods for children, as requested by each child's teacher in Dogwood, Mooreland Heights, South Knox elementary schools from which child is transported to My Village Ch. Dev. Ctr.</li> <li>d. Guidance in a Reading program, "Discover Intensive Phonics for Yourself" (Reading Horizons, 2006) that tracks performance of each child's reading, language, and listening skills--with books for content areas, writing items, art supplies, other materials.</li> </ol> </li> </ol>
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## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Director, Mr. Dan Hazlett, and Lead Teacher, Ms. Jackie Cameron, report the following accomplishments for the children enrolled in our LEAP program:

1. Each child's notebook is filled with record of what each person did for the day; these include the following:
  - a. art projects--paper airplanes, craft sticks, play dough sculpture, stringing bead bracelets & necklaces of a specific size.
  - b. math/space - constructing buildings with legos, newspapers, construction paper of varied colors, blocks of various sizes
  - c. increases by each child in physical skills, resulting from jumping rope & counting, playing soccer with rules, kickball, baseballs hit off the ball stand, races timed to record child's increased speed or agility
2. Two computers in LEAP classroom have recorded & assessed each child's increases in literacy competencies with stories, math, science games.
3. Four students per session use computers in the general office for lessons in Reading Horizons, and demonstrate higher levels of phonic awareness, word recognition, and other reading skills.
4. A corner of LEAP classroom attracts four students per period of choosing one or more books (from 200+ books) for work/study. Books that each reads are noted in the student's notebook.
5. Puzzles that sequence form, logical thought about shape/color/object forms are chosen by each student, and their successes noted in each child's notebook.
6. Scientific observations made by every child are also recorded in each child's notebooks with his/her comments or perceptions re: insects, leaves, bark, or other items collected on playground or a field trip; estimating playground size, examining textures of varied papered, boards, clay (wet & dry); processes in cooking/baking projects.

An interesting corollary success or accomplishment should be noted: A proposal to City of Knoxville/HUD for community benefit was awarded and paid in the amount of \$27,800. to Montgomery Village Child Development Center, Inc. for payment on October 18, 2007, of a loan taken for a bus required for children's transport by TN Dept. of Human Resources--because City of Knoxville wanted to support this accommodation for our LEAP children who almost all come from very low-salaried, working parents.

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): University of Tennessee Extension	
Grant Contact: Dr. Matthew J. Devereaux	
Phone: ( 865 ) 974-7193	Email: mdevereaux@utk.edu

Grade Span Served: K-8			Total No. of Students Served: 225		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
180	80	Qualify for free/reduced lunch	160	71	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
150	67	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
28	12	At risk of state custody due to family dysfunction	115	51	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <ol style="list-style-type: none"> <li>1. Learning Stations -- provides hands-on experiential learning in Science, Math and Reading</li> <li>2. Y Read Reading Program -- children read books for points and receive incentives such as gift cards, movie passes, new books, field trips, etc.</li> <li>3. GPS Program -- youth learn technological, spacial reasoning and computation skills with our activities such as treasure hunts.</li> <li>4. Stranger and Internet Safety -- nationally recognized and award program for teaching children safety in the public and while on the internet. The program was created by the well-know TV personality John Walsh. The program helps children understand the differences between strangers, acquaintences and people that truly are not strangers.</li> <li>5. Tennessee Shapes Up -- teaches children and youth the importance of eating right and the importance of physical activity through many hands-on learning activities</li> <li>6. BrainWise -- a program which teaches kids K-12 how to manage friendships and interpersonal skills. Nationally recognized and research based.</li> <li>7. Parent Programs -- all the programs above involve parents at some level. Programs specifically for parents are offered from time to time.</li> <li>8. Homework/Mentoring -- all sites provide homework assistance on a regular basis</li> </ol>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <ol style="list-style-type: none"> <li>1. On average our learning station programs have shown a 35% knowledge gain after pre/post-testing.</li> <li>2. To date our Reading Program has involved 225 children who have read over 2,880 books combined. The majority of our books are donated.</li> <li>3. Results show that 42% increased their literacy skills by 5 or more points. This is considered to be a "significant gain" according to the description provided by the evaluation tools.</li> <li>4. The GPS program shows an average knowledge gain on scientific topics at 44% after pre/post-testing.</li> <li>5. The internet safety/stranger program shows a 26% knowledge gain for children/youth and a 26% gain for parents (anything above 15% is considered a significant gain)</li> <li>6. Ninety-percent of the kids involved reported feeling better and eating better than before the program started. Also, pre/post-test show a knowledge gain of 21% on topics related to physical activity.</li> <li>7. The Mindstorms Lego program involves children working in teams to build complex moving robots. Children show gains in spatial skills based on assessment tools measuring spaital skills let alone what chidren learn working together in groups such as leadership, cooperation, and decision-making skills</li> </ol>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

### **MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**

Davidson County (Nashville, TN) – Serving mostly a Hispanic/Latino audience at Apollo Middle School.

Madison County (Jackson, TN) – Serving mostly an African American audience from Andrew Jackson Intermediate and Alexander Elementary schools. These children feed into the Jackson YMCA which is where the program is offered.

Unicoi County (Erwin, TN) – Serving mostly a Caucasian audience at Unicoi Middle School. The afterschool program is part of the YMCA that runs its program at the school site.

*The programs represent western, central and eastern Tennessee. They also represent three different audiences providing interesting and valuable evaluation data.*



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): YMCA Child Care Services of East Tennessee at Green Magnet	
Grant Contact: Lori Humphreys, Senior Program Director	
Phone: ( 865 ) 546-0600	Email: lhumphreys@ymcaknoxville.org

Grade Span Served: K-5			Total No. of Students Served: 59		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
56	94.9	Qualify for free/reduced lunch	38	64.4	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
0	0	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
1	1.7	At risk of state custody due to family dysfunction	0	0	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided): Basic Premise is Learning through play with the following objectives and activities: 1. Reading & Literacy program designed to have drama activities, creative art, physically active games, and writing to go along with a story guide that is age appropriate. The goal is to foster an attitude of reading enjoyment while enhancing reading and writing skills. Other Literacy activities include board games, file folder games, and phonics games. 2. KidzMath: A program supported by the National Principals and Standards for Mathematics and Science that utilizes art, drama, movement, and games to connect children's literature to math. The goal is to enhance math skills through non-competitive and cooperative activities. The program practices decision making, counting, number relationships, basic math computations, fractions, decimals, percents, measurement, and geometry by skill level and age level. 3. Learning/Activity Centers that explore science, geography, dramatic play, constructing things, creative art, and physical fitness. 4. Computer Literacy through the use of laptop computers. The computers serve a dual purpose of helping students who do not normally have computer access daily to feel more comfortable computing and learn the basics of computer skills while also utilizing tutorial and gaming software for educational activities that encompass core subject areas. 5. One on One academic tutoring and mentoring 6. Sports and Leisure activities such as basketball, kickball, gross motor games, swimming, etc with an emphasis on nutrition as well. Annual Healthy Kids Day Carnival and Fair with activities, games, and educational booths.
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## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

1. Teachers reported student successes for homework completion with accuracy not present in students prior to attending our program.
2. All kindergarten children had full mastery or above level progress in reading and math skill readiness.
3. 11 of the 15 first grade through fifth grade students has above average or exceptional ratings in math, the remainder were able to stay at grade level in their skills with one student who began at below level but made adequate progress during the program.
4. All first through fifth grade students were reading on or above grade level with several of the students moving from 1 or 2 levels to be classified as reading on grade level.
5. In Language Arts, Spelling, Social Studies, and Science all students were above average or exceptional on their report cards.
6. An ESL child came to us speaking only a few English words and ended the year on grade level in reading readiness and math skills. According to teacher reports this is attributed to our staff working with him.

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): YWCA Knoxville	
Grant Contact: Sara Baker	
Phone: ( 865 ) 523.6126	Email: sbaker@ywcaknox.com

Grade Span Served: 6-8			Total No. of Students Served: 70		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
51	72.86	Qualify for free/reduced lunch	66	94.29	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
10	14.29	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	10	14.29	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Activities stressing academics, social and cultural awareness, positive lifestyle choices, and physical fitness remain the driving force in the selection of activities at the YWCA Phyllis Wheatley Center (PWC). For the 2006-2007 school year,</p> <ul style="list-style-type: none"> <li>o Certified teachers from Vine Middle School provided academic tutoring.</li> <li>o University of Tennessee students provided mentoring and assistance with arts and crafts instruction, which included sewing, scrapbook making, painting, and more.</li> <li>o The YWCA After-School Program (ASP) director began a special group just for girls: Girl Power promotes leadership, healthy choices, and self-esteem. The group meets weekly to discuss issues such as body image, alcohol and drug abuse, and friendship. Seventy percent of female students have attended.</li> <li>o Students who excelled through academic achievements, appropriate behavior, and good attendance received incentives such as awards and special field trips.</li> <li>o Students received a healthy snack daily and participated weekly in Kids Café, a Second Harvest Food Bank project designed to teach nutrition basics and involve kids in healthy cooking.</li> <li>o Students enjoyed enrichment activities such as historical dramatization (Phyllis Wheatley, Harriet Tubman, Cal Johnson), Avon hygiene and Mary Kay beauty workshops for girls, and YWCA Victim Advocacy Program dating violence workshop.</li> <li>o The computer lab has become a popular part of the program. Students produced a monthly newsletter, through which they improved their writing skills, interviewing techniques, and editing ability. They learned to use both PowerPoint and Publisher. Students also created character profiles for Black History Month and completed various computer projects that were displayed on the bulletin board.</li> <li>o Weekly physical fitness activities energized participants. Activities included weight training, proper exercise techniques, sportsmanship, dance lessons, relay games, flag football, basketball, and more.</li> <li>o A monthly speaker's bureau provided valuable information on diverse subjects of interest to students: <ul style="list-style-type: none"> <li>Melinda Kirk, Health Educator (Helen Ross McNabb)</li> <li>Dr. David Kitts, Training Specialist on Domestic Violence</li> <li>Terry Brown, Probation Officer (Juvenile Court)</li> <li>Ken Pearson, Environmental Specialist (Health Department)</li> <li>DeCarlos Robinson (Somebody Cares Foundation)</li> </ul> </li> </ul>
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## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Herbert Donaldson, Civil Rights Movement Participant

Mattie Hollingsworth, Cooking Instructor (University of Tennessee)

o Field trips included Skatetown USA, Premier Game Co. Arcade, and University of Tennessee Down Under Bowling, Windsor Square Movie Theatre, Thunder World USA, Vine Middle School basketball game, University of Tennessee men's basketball game, Zuma Fun Center, and West Town Mall.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

This has been our first full year with the computer lab, and it has certainly been a success. After discovering each participant's basic knowledge of computers, the instructor was able to plan a program to suit the group. Students remain on track and have improved their computer skills immensely, which is particularly important for this socioeconomic group as these students lack regular access to computers. By offering computer access and instruction every day, the YWCA ASP gives these students the opportunity to catch up to their peers.

In addition, our collaboration with Project GRAD has proven successful. YWCA ASP staff met regularly with Project GRAD campus managers from each school to improve their own teaching skills and learn more about academic assessment.

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Lauderdale County School System	
Grant Contact: Tommy Durham	
Phone: ( 731 ) 413-9288	Email: TDurham@mail.lced.net

Grade Span Served: 2 -6			Total No. of Students Served: 182		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
175	96%	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
148	81%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	115	63%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Project L.E.A.D. provides both early morning and after-school programs at the two sites of Halls Elementary School and Ripley Primary School in Lauderdale County. At both sites our "target population" serves those students which include: (1.) Economically Disadvantaged; (2.) Students with Disabilities; and (3.) Students failing one or more subjects or behind grade level by at least one year. Academic Mentoring and individualized tutoring is provided to each student on a daily basis and reinforced by the availability of : (1.) Compass Lab; (2.) Read Naturally; and the (3.) Great Leaps program. Through the use of these computer labs, the students increase their computer literacy and skills development while focusing on specific math and reading objectives. The major emphasis of Project L.E.A.D. is on the academics of math and reading in both the early morning and after-school programs. This year we have enhanced our math program with the addition of the web based math supplement courseware called Destination Success. Students are challenged to master the objectives at grade level of the various skill levels purchased. In our reading program the students have access to the Fast Forward Reading lab. Finally, the recreation opportunities provided each week ensure for a high level of enthusiasm throughout the early morning and after-school programs.</p> <p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>One of the major accomplishments of Project L.E.A.D. has been the expansion of the program into the local community through three participating Faith-Based Organizations in Lauderdale County. At present an additional 150 students are being served each week in the After-School programs sponsored by Project L.E.A.D. at (1.) Ripley First Baptist Church; (2.) Ripley First United Methodist Church and (3.) Holly Grove Baptist Church of Ripley (African-American). There are currently two additional churches set to begin similar after-school operations under the direction of Project L.E.A.D. Accordingly, we will be serving as many as 500 students each week when school based and faith based population numbers are combined. Students regularly participating (30 days or more) in our LEAPs funded after-school programs have showed continuous improvement in achievement through TCAP scores, teacher academic / behavior reports, progress reports, and quarterly report cards. In addition, our Project L.E.A.D. students have demonstrated a more positive attitude toward school, enhanced confidence about learning and increased educational aspirations. The program has also allowed greater opportunities to develop stronger bonds with parents and guardians.</p> <p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>
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# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Lawrence County Schools (Lawrence County High School)	
Grant Contact: Dr. Vicki Maddox (2007-2008); Dani Johnson (2006-2007)	
Phone: ( 931 ) 762-3581, ext. 116	Email: vmaddox@lcass.us

Grade Span Served: 9-12			Total No. of Students Served: 437		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
188	43	Qualify for free/reduced lunch	129	30	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
69	16	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	N/A	N/A	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
10	2	At risk of state custody due to family dysfunction	41	9	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):  
Tutoring/Mentoring in academic areas of : mathematics (Foundations, Algebra I & II, Geometry, Calculus); English (English I, II, III, IV; reading and writing); science (Physical Science, Biology, Chemistry, Physics); and Foreign Language (Spanish). (Accommodations were provided for the SWDs through the assistance of a certified special education teacher and the My Reading Coach software.) Second Chance afforded students the opportunity for retaking tests previously failed or missed.

Test Prep (TestPrep USA software) assistance on the state mandated tests (Gateways, End-of-Course) as well as the ACT.

Career Awareness and Citizenship (variety of guest speakers (i.e., Homeland Security Director, OSHA, professional musician, naturalist, local government (policeman, fireman, county mayor).

Life Skills (i.e., table etiquette provided by UT Extension Services; personal finance (budgeting) provided by certified business instructor).

Counseling (advisory (academic and emotional)) and transcript review provided by certified school counselors.

Sports and recreation with physical activity that ranged from hacky-sack to choreographed dance and a variety of boardgames.

Attendance makeup that prevented student failure attributed to class absences.

Professional Development for assigned staff (i.e., Yes to Kids Conference, Character Education Workshop, technology utilization in instruction).



## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

The semester before Leaps & Bounds was implemented, Lawrence County High School had approximately 15.6% of our student body who had failed at least one class. The next academic year, in the Fall 2007 semester, we had only 13% of our entire student body who failed at least one class; which decreased by approximately 2.6%.

In addition, students at Lawrence County High School who failed at least one class due to excessive absences decreased from 27 students in the Fall 2006 semester versus 21 students in the Fall 2007 semester.

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Lewis County Schools	
Grant Contact: Pat Couch	
Phone: ( 931 ) 796-3264	Email: pat.couch@tennk12.net

Grade Span Served: K-8			Total No. of Students Served: 184		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
67	36	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
10	5	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
12	7	At risk of state custody due to family dysfunction	5	3	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Students receive homework and tutorial services by direct contact with certified teachers. Students have the opportunity to participate in science, social studies, music, foreign language, physical education, drama, art, character education, and computer technology. Community collaborations between the health council, the County Extension Agent, Forestry Department, and hospital provide interaction with professionals and life long learning experiences.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Academically, Lewis County school provide a strong intervention and remediation program in the early grades through our LEAPs program. AYP scores for grades K-5 are all above the state average in Reading/Language Arts and Mathematics. All scores are well above the 90<sup>th</sup> percentile of proficient and advanced. Students receive support in the afterschool program, that sometimes, is not available at home. Our students have provided art displays for our local museum and partner with the historical society to learn more about Tennessee history and our local history.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Lincoln County Schools - Flintville Elementary School	
Grant Contact: Lisa Creson, Pupil Services Coordinator	
Phone: ( 931 ) 937-8271	Email: lcreson@lcdoe.org

Grade Span Served: 3-8			Total No. of Students Served: 184		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
89	48	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
18	10	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
3	2	At risk of state custody due to family dysfunction	66	36	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Flintville Elementary School (FES) is very excited about our program. All test data, ThinkLink, TFAP, TCAP, DIBELS, Report Cards and classroom data is thoroughly analyzed. Based on those results students are invited to attend the After-School Program. Students begin the after-noon with a state sponsored snack. After snack (3:30) students are divided into groups based on their need. Groups include but are not limited to: homework help, explicit and systematic reading intervention, math intervention, ELL assistance, and computer literacy. 5<sup>th</sup> and 8<sup>th</sup> grade students struggling with writing are invited to receive help with writing in preparation of the State Mandated Writing Test. 6<sup>th</sup> - 8<sup>th</sup> grade students are invited to receive assistance with Science activities. Students build and launch rockets, build bridges, and complete Science Fair Projects. Students are also involved in art and music activities. Physical Activity is also part of the program. Basketball fundamentals, dance, and other activities are offered to students. Students that are failing the first semester are invited to attend remediation classes. All teachers and assistants are Highly Qualified. FES is very excited about the programs that we have been able to offer with the help of LEAP's. It has been a great need that has been met for many students and families. Parent nights are held to assist parents with parenting skills and how to assist struggling students. The program is a success.</p> <p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>The LEAP's program has been an excellent communication tool between teachers, students, and parents. Teachers and parents are able to speak face to face on a daily basis. Parents are asked to sign students out each day giving teachers and parents a time to communicate successes and current needs of the students. Continuous evaluation of the program and the students progress ensures the students are obtaining the best possible intervention available.</p> <p>Our third grade students showed a 33% increase in obtaining Benchmark on the DIBELS reading test after only 3 months in the program. All third graders showed significant gains. 4<sup>th</sup> - 8<sup>th</sup> graders showed a 10% increase in scoring from proficient to advanced using Think Link. All 5<sup>th</sup> and 8<sup>th</sup> graders were able to score at least a 4 or above on the TCAP Writing Test and the 6<sup>th</sup> - 8<sup>th</sup> graders placed highest in the county with their science fair projects. Tremendous gains were noted by our ELL students as well. We are extremely proud of the results that the LEAPs program has given to the students, parents, and teachers of Flintville Elementary School. We hope to continue and improve our after-school program</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Lincoln County BD of Education/South Lincoln School	
Grant Contact: Vickie Ryan	
Phone: ( 931- ) 937-7385	Email: vryan@lcdoe.org

Grade Span Served: k-8			Total No. of Students Served: 118		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
43	36%	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	31	26%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Extended Learning Monday-Friday</p> <p>Extended Learning before (6:00 A.M.) and after school until 6:00 P.M.</p> <p>Physical Activities</p> <p>Nutritious snack for all students</p> <p>Homework Assistance</p> <p>Computer based learning activities</p> <p>At-risk students Grades 4-8</p> <p>1 1/2 hours of math and/or reading instruction provided by certified teachers</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Increased student motivation to complete homework assignments</p> <p>Parent requests to participate in the after school programs</p> <p>Gains in math TCAP scores</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Lincoln County - Unity School	
Grant Contact: Jo Ellen Honey	
Phone: ( 931 ) 732-4136	Email: jhoney@lcdoe.org

Grade Span Served: Pre-K through 8 <sup>th</sup> grades			Total No. of Students Served: 137		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
62	45%	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
22	16%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
23	17%	At risk of state custody due to family dysfunction	96	70%	At risk of failing one or more subjects or are behind by at least one year

### Program Activities (Specific services provided):

During the school year, our operating hours were from 3:00-6:00, with our daily routing beginning with a snack, both meeting the needs of the children and following nutritional guidelines to fight childhood obesity. After snack, children were divided by grade levels and went to separate classrooms where they worked on homework assignments and their individual needs. Teachers and/or educational assistants who were familiar with the children, their grade level, and their assignments provided homework help with an adult/student ratio of ten to one or less. After homework was completed each day, students were provided with "outside the box" activities such as games and hands-on activities based on their individual needs. Students have access to computers in the classroom and in the computer lab. Books were provided on all reading levels for students to use. Students were also provided with organized physical activities and some free play time each day. During the month of June, our program operated from 7:00 a.m. until 6:00 p.m. with similar operating procedures. Children had to bring their lunch and snacks, but were provided some nutritional supplements. Every student goes on a walk everyday and three physical activities are provided daily--at least one of which was organized. Children were drilled daily on an individual basis on math facts and sight words (or numbers and letters for younger students). Children are divided into grade level groups and receive thirty minutes of guided reading instruction each day which addresses the five components of reading. Other daily activities included math games, art, computer lab, Spanish, and music. Our summer program also provided two weekly out-of-school activities for the children--skating and swimming. Our final summer activity consisted with a study of jungle animals, designing lion T-shirts and decorating animal backpacks, and taking a trip to the Nashville Zoo--a trip which many of our children would never have gotten to make without the LEAPs program.



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

According to teachers throughout the school, the Unity PRIDE program is having quite an impact on students. We are told that students are more prepared and have a greater confidence level. Parents tell us that their homelife is so much better since they no longer are struggling with homework and extra practice when they get home. Many children who were getting no attention at all are bombarded with attention and help. Furthermore, many students who were going home alone to an empty house are now at school in a safe environment with nurturing adults. In our target population of students in grades K-8 who were "at risk of failing one or more subjects, we had fifty-two students in our program. Only four of these students were actually retained. In grades K-4, DIBELS tests were used to qualify students for our program and measure progress. At the end of the first semester, 28 students scored "at risk in three or four areas. After four months in our program, no one was "at risk" in all four areas, and only 16 students were "at risk" in one or two areas. While these statistics are impressive, they do not reflect what we consider to be our greatest success. When a student is seen in the hall and exclaims, "I never passed a spelling test before!" or "I didn't know I could make 90 on a math test!" or even when a parent says, "This program is a God-send!" then it is evident that our program is successful and beneficial to our students.

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Loudon County Board of Education	
Grant Contact: Cindy Lawson or Kathy Proaps	
Phone: ( 865 ) 458-8502; 865-603-3998	Email: lawsonc@loudoncounty.org; kproaps@aol.com

Grade Span Served: K-5			Total No. of Students Served: 63		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
28	44%	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
7	11%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
4	6%	At risk of state custody due to family dysfunction	12	19%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>LAUNCH After School coordinates the after school curriculum/activities with the regular classroom curriculum. The groups are on a daily rotation schedule. Red Group has tutoring, Green Group has enrichment, and Blue Group has 30 minutes of physical activity; then they rotate. The groups also have homework time, character education and community service projects, free play, arts and crafts, technology, safety programs, nutrition education, and special guests. At-risk students bring many issues and problems to school that affect their ability to learn. Our After School counselor is there to help address these issues. At the beginning of each grading period, LAUNCH themed activities are planned for the entire grading period. During the month of April, different countries were studied. LAUNCH students drew a large map of the world with the different continents identified. This map filled the bulletin board. The students studied different parts of the world during this series. They studied Mexico, Italy, China, Germany, Morocco, India, Alaska, Africa and the African desert. They studied the climate, geography, culture, language, dress, food, and music of these countries. The students tasted food from these countries, danced to music from these countries and played games the children in these countries play.</p> <p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>At the end of each grading period, LAUNCH staff received copies of the students' report cards. All students below grade level on any subject were given extra tutoring in the areas they were struggling. At the end of the first grading period, 20% of the students were below grade level. At the end of the final grading period, 57% of the students had improved their overall grade average with only 3 students below grade level in some subjects; no student failed a grade. When comparing the first and last grading periods, the grades for the student with the most dramatic improvement across the board are as follows: Reading: 55 to 89 ; Language: 24 to 74; Math: 62 to 77; Science: 60 to 75. LAUNCH After School at Steekee Elementary has exceeded our expectations. Students with improved academics: 57%; Students with improved behavior: 59%; Students with improved attendance: No change; Student enrollment at capacity: 50 (with waiting list). This grant funded After School Program has offered Loudon County the opportunity to reach so many more children in ways not possible during the school day; and help them achieve academically and personally.</p> <p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>
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# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Northeast Middle School/Madison County Schools	
Grant Contact: Becky Alexander	
Phone: ( 731 ) 499-0822	Email: blalexander@imcss.org

Grade Span Served: 7-8			Total No. of Students Served: 104		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
79	76	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
29	27	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	104	100	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
3	3	At risk of state custody due to family dysfunction	32	31	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Services were offered to students in the core subject areas, art, and service learning. Homework assistance was offered as well. Health and social skill development services were also included. Technology exploration was also offered. Students could earn participation in the monthly field trips through good behavior. Adults were offered classes in parenting, substance avoidance, literacy, and technology, among others.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Student behavior improved and the over-all discipline rate decreased. Seventy-three students had increased their over-all grade point average.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

Grantee Agency (name of fiscal agent): Athens City Schools	
Grant Contact: Angie Dahle	
Phone: ( 423 ) 745-1796	Email: dahlea@k12tn.net

Grade Span Served: K-6			Total No. of Students Served: 154		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
70	45	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
25	16	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
6	4	At risk of state custody due to family dysfunction	11	8	At risk of failing one or more subjects or are behind by at least one year

### Program Activities (Specific services provided):

Athens City Schools has two site locations that represent four different schools. Each site follows a schedule that offers developmentally appropriate activities according to the students' grade level. We use U.T Extension's Tennessee Nutrition and Consumer Education Program Model to help the children become more knowledgeable in proper nutrition, hygiene, and recreational activities. We hired our own special projects teacher along with the schools Extended Contract Teacher's to help our students with math/science and reading skills for our students in the program who are behind academically. Our program allowed children to participate in special classes such as speech and OT/PT in the afternoons. This helped to eliminate the children being pulled from their regular classes during the day. Our computer literacy program focused on children improving their technology skills. Our staff worked with children on reinforcing basic keyboarding skills and computer knowledge skills. This also allowed children extra academic help through the schools Orchard Program. We have developed a tutoring program to help our students with homework and individual tutoring. The time allowed in the afternoons for homework assistance and tutoring helped children complete homework assignments and work on areas needing improvement such as multiplication facts and sight words. We had many community partners that we utilized to help maintain and enhance our program activities.

### Identify a few Accomplishments or Successes attributed to LEAPs activities:

Our program offers many different avenues for students to succeed. Our computer literacy program had a ninety-eight percent improvement in basic computer knowledge. Our sports and leisure program had ninety-eight percent of children improve on basic nutrition and exercise skills. Other accomplishments include our community partners asking for our afterschool students to be involved with service projects or community events. Students were excited to be involved in different community events, thus giving them a great sense of pride in themselves and in their community. An every day success and accomplishment is the communication with teachers about the students and giving us extra worksheets, spelling lists, sight word lists, and other materials for subjects they have personally asked us to work on with students. Referrals from parents, teachers, principals, and other community agencies show success for our program. Parents are thankful for the extra homework help and assistance. Students are allowed the extra attention to help them succeed in school and complete homework assignments.

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): McMinn County School System (Mountain View Elementary)	
Grant Contact: Jackie Martin	
Phone: ( 423 ) 263-2498	Email: martinj5@k12tn.net

Grade Span Served: K-8			Total No. of Students Served: 59		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
40	68%	Qualify for free/reduced lunch	0	0%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
17	29%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0%	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
2	3%	At risk of state custody due to family dysfunction	25	42%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Computer Literacy-PLATO software, Essential Skills, Internet sites and games, and Accelerated Reader</p> <p>-Physical Activities-Playground, Gym time, Cheerleading Clinic, Karate Clinic, and organized games such as basketball</p> <p>-Language Arts- PLATO software, Accelerated Reader, Newspaper in Education activities, Field Trip to local library, Monthly Family Reading and Game Nights, Review of TCAP skills using computer resources such as brainpop.com</p> <p>-Math-PLATO software, TCAP review and skills using computer resources such as internet4classrooms.com, thatquiz.org, measurement activities using cooking activities and making clay</p> <p>-Science- nature scavenger hunts, egg drop experiments, Mountain View's Science Club conducted various science activities and experiments related to energy and conservation</p> <p>-Tutoring/Mentoring- time allotted daily for completion of homework-assistance given by TAG teachers and Interact high school volunteers</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Many teachers reported improvements in behavior and academics in the classroom. More students were competing and turning in homework assignments. Students also began reading more library books and taking Accelerated Reader tests.</p> <p>In the lower grades (K-2<sup>nd</sup>) math has been the TAG students' area for success. Some students had not been exposed to adding and subtracting are now doing well. K-2 TAG students love and are excited about math.</p> <p>Students also experienced social growth due to diverse age grouping, peer tutoring, and low teacher to student ratio.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): McNairy County Schools for Adamsville Jr/Sr High School	
Grant Contact: Liz Redmon	
Phone: ( 731 ) 646-2577	Email: redmone@k12tn.net

Grade Span Served: 7 - 12				Total No. of Students Served: 260	
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
94	36	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
32	12	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	90	35	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided): Think-Link Predictive Assessment, math tutoring (grades 7 &amp; 8), spelling (grades 7 &amp; 8), language arts (grades 7 - 12), biology, algebra I &amp; II tutoring, pre-calculus tutoring, Credit Recovery, Bigger - Faster-Stronger, jazz and blues band, welding and construction, Preparation for Life, Wilson Reading Program, ACT Preparation &amp; drama</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities: Students that were failing biology have improved to passing scores.</p> <p>One student graduated early as a result of Credit Recovery.</p> <p>High School credits are awarded as the result of completion of the required attendance policy and Preparation for Life activities.</p> <p>December Think-Link scores indicated that Terra Nova subskill areas have improved in math, reading, language arts and science which is a direct result of tutoring and homework help.</p> <p>Students are actively engaged in activities that build self-esteem, offer cultural advantages not available in the community and prepare them for life.</p> <p>Parents are pleased that students have their homework completed when they get home which allows more time for family activities. Parents are also delighted for students to have something positive in which to participate after school rather than being left unsupervised.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Clarksville Montgomery County School System	
Grant Contact: Kimi Sucharski, CMCSS K-12 At-Risk programs	
Phone: ( 931 ) 920-7813	Email: kimi.sucharski@cmcss.net

Grade Span Served: 9-12			Total No. of Students Served: 661		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
311	50	Qualify for free/reduced lunch	227	34	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
661	100	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
19	3	At risk of state custody due to family dysfunction	661	100	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Programs funded by LEAP specifically targeted students at risk of not graduating high school with a Regular on time Diploma from the state of TN, program named BRIDGES targeted all six Clarksville Montgomery County High Schools.</p> <p>Activities Included:</p> <ol style="list-style-type: none"> <li>1. Students participated in a summer program. The summer component includes the completion of a half credit in "Reading in the content Area" and "Foundations I". Completion of the "Seven Habits of Highly Effective Teens" program and group sessions dealing with issues that impact success in the classroom from attendance to behaviors.</li> <li>2. When school began, before school study and organization sessions were implemented through a student support groups. Additionally, after school, tutoring in Reading and Math, homework help, and study sessions were implemented, monitored and adjusted</li> <li>3. Mentoring and counseling sessions were implemented.</li> <li>4. After the first nine weeks and completion of the 1st semester, Grade Recovery, Credit Recovery and the Virtual HS components were implemented to help with those classes where success was not experienced within the High School, working to keep students on track for graduation. Grade Recover is a program component that provides remediation on those standards addressed during the first 9 weeks with an opportunity provided to recover the failing grade. Credit Recovery is a program component that provides remediation on those standards and an opportunity to recover the failing grade. Virtual hs is a program component where students can work online with a teacher to get back on track. Additionally, a Gateway Prep program was implemented in the Spring to assist those students who were experiencing difficulty in Gateway content areas or had previously failed a Gateway to develop the skills necessary for achieving success on the assessments.</li> </ol>
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## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Students are placed in cohorts based on the year that they entered the 9th grade. For those who were seniors in 2006 – 2007, their cohort was 03-04 and their data is charted differently. The P indicates that the students chose to participate fully from the start of the programs (including participating in the summer component), the L indicates that the student initially did not want to participate but later changed their mind (they have less time than their counterparts.)

Cohort 03-04 was the graduating class of 2006-07. Their data revealed the following:

- ▲ 61 of the 68 students who participated in the virtual component graduated high school on time with a regular diploma, for a completion rate of 90%.
- ▲ 127 of the 141 seniors who participated in the tutoring, grade recovery and credit recovery components graduated high school on time with a regular diploma for a completion rate of 90%.
- ▲ 43 of the 44 of the senior students who participated in the additional Gateway prep program achieved proficiency, for a completion rate of 98%. Twenty-seven of these students were students with disabilities. 26 out of the 27 achieved proficiency, for a completion rate of 98%. Those 26 students earned regular Diplomas rather than Special Education Diplomas.

Four high schools missed their Graduation targets in 2005-06, two for the second time (CHS and MCHS). All six high schools met their expectations in 2006-07. It is worth noting that CMCSS experiences a greater than 40% student mobility rate and 44% Free and Reduce rate.

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Ridgemont Elementary	
Grant Contact: Linda Dowdy	
Phone: ( 731 ) 536-5171 (School) 731-571-2226 (cell)	Email: ldowdy21@frontiernet.net

Grade Span Served: K-8			Total No. of Students Served: 147		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
113	77	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
3	2	At risk of state custody due to family dysfunction	31	21	At risk of failing one or more subjects or are behind by at least one year

### Program Activities (Specific services provided):

Through the use of this grant with our regular program we were able to have qualified teachers to tutor daily on various subjects that classroom teachers and parents requested. Students were placed in smaller groups to be reinforced with skills in all subject areas as well as computer lab work. Homework guidance was available each day to help parents not have to struggle when the child came home. Students who had been absent for several days were able to attend the program to do the make up work that was required to be completed at school. Sports and recreation were provided daily. Hispanic students stayed to complete homework and study for test with a bilingual tutor who could interpret instructions on their level.

Parents and teachers expressed to us that they could see a change in the students' attitude toward school and work was being completed on time.

Without the funding of this grant we would not have been able to serve the 45+ students that could not normally afford our service. The funding allowed us to have more qualified teachers to do more individualized work with students.

### Identify a few Accomplishments or Successes attributed to LEAPs activities:

Several older students that had given up on success passed and actually showed that they were excited to come to school to learn. Some of the lower elementary students who had the ability to perform but not the help and support started making A's and B's. Again the self confidence helped these students greatly. Some would cry if parents picked them up before work was complete. The hispanic students that came became much happier classroom students and felt like they could fit in better and achieve. This grant made it possible for students to come to the afterschool program and get individualized help in small groups that made them more comfortable and free to speak out. It really changed the attitude of the students and parents. I have even seen the attitude of the teachers improve. They are better able to work and see the students' possibilities in smaller groups. Parents were concerned with the continuation of the Grant Program due to the fact that students showed success and went home daily stress free. Tutor teachers had prepared them for upcoming test, homework, etc. that parents could not accomplish at home.

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Obion County – South Fulton Elementary	
Grant Contact: Nikki Netherland	
Phone: ( 731 ) 479-1612	Email: NETHERLANDN@K12TN.NET

Grade Span Served: K-5			Total No. of Students Served: 82		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
70	85	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
2	.02	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
2	.02	At risk of state custody due to family dysfunction	48	59	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <ul style="list-style-type: none"> <li>*Nutritious snacks (provided by the federal lunch program)</li> <li>*Accelerated Reader Program</li> <li>*Accelerated Math Program</li> <li>*Academic tutoring by degreed teachers that facilitated, taught, and remediated the basic skills of the students.</li> <li>*Mentors came into the LEAP Program</li> <li>*Computer time included Heartsoft programs for science and social studies as well as reading, language and math</li> <li>*Computer program to teach keyboarding skills</li> <li>*Music program was taught in small groups for the students interested in music</li> <li>*Organized physical education activities in the gym and outside on the playground</li> <li>*Karate lessons that included technique as well as instruction in speaking some Japanese words, and self discipline</li> <li>*Art activities and projects. Some classes organized and others allowed for free expression</li> <li>*Free time for socializing, playing board games, or just reading</li> <li>*Group activities included Quiz Show and Classroom Jeopardy. Both games stressed science and social studies skills. Improvement in science and social studies came out of this program. Both areas are addressed in our school improvement plan</li> <li>*TCAP prep activities in the month before TCAP. Teachers also used Test Ready and TCAP Coach to prepare the students for the test.</li> <li>*Cooking with the agricultural extension agent to promote healthy snacks.</li> <li>*Space Camp was conducted over a week with a Space Camp instructor from the local Kid College Program.</li> <li>*Special emphasis was placed on completing daily homework assignments with the appropriate grade level teachers.</li> <li>*Makeup work from absences was also completed in the program.</li> </ul>
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## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

- \*The original plan was to serve 40 students. We served 82.
- \*Provided a safe and healthy learning environment.
- \*Raised math grades by an average of 3.9 points.
- \*Raised science grades on average of 6.3 points.
- \*Raised reading grades an average of 2.3 points
- \*Raised social studies an average of 4.7 points.
- \*All students improved computer and keyboarding skills.
- \*Karate classes available to all students.
- \*Students learned many new games and sports to increase their physical activity.
- \*Students were turning in homework on a regular basis as compared to less than 10% when we started.
- \*Teachers reported students study skills improved.
- \*Students participated in Space Camp. This is usually offered at the local university for a fee in the summer. Our students do not have the funds or transportation to attend. BIG success.
- \*Self esteem was raised in almost every student attending due to academic success and the relationship that was built with the teachers.
- \* Students had an opportunity to socialize with peers instead of going home to an empty house.
- \*Students learned to prepare healthy snacks and liked them.
- \*Students interested in music had the opportunity to work in small groups with a music teacher.
- \*Parents were thrilled to have a place for their children to stay without worrying about how to get them to a site.
- \*Art activities of all kinds were available as well as teachers to direct the students in technique.

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

Grantee Agency (name of fiscal agent): Overton County - A.H. Roberts Elementary	
Grant Contact: Teresa W. Johnson	
Phone: ( 931 ) 823-5551	Email: twellsjohnson@hotmail.com

Grade Span Served: 1 <sup>st</sup> - 4th			Total No. of Students Served: 106		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
51	48	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
13	12	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
3	.03	At risk of state custody due to family dysfunction	7	.07	At risk of failing one or more subjects or are behind by at least one year

### Program Activities (Specific services provided):

–Reading enhancement through library and accelerated reader assistance. Tutoring, individual skills enhancement and homework help will also be provided.

Homework time with tutoring utilizing teachers, paraprofessional staff, within small groups to enhance non-mastery skills with tutoring utilizing teachers, paraprofessional staff, extended contract personnel and Americorp worker.

-Individual student skills enhancement-Students will work within small groups or individually to enhance non-mastery skills detected within Think-Link, TCAP, STAR, and classroom. This will be continually updated within each student's at-risk folder. The sessions were conducted and monitored by teachers, paraprofessional staff, extended contract personnel and Americorp worker.

Technology was used in tutoring part of the LEAPs program and to enhance computer literacy skills. Type to learn (work processing skill) research, multimedia projects was part of the program as well as using the Internet as a tool of inquiry in the science, social studies, and math explorations. During these classes software utilizing math, reading, language arts, social studies and science skills was emphasized. Many of the students of the LEAPs program do not have access to a computer/Internet at home.

Counseling sessions were also made available for individuals or small groups. The guidance counselor at A.H. Roberts Elementary conducted the sessions.

### Identify a few Accomplishments or Successes attributed to LEAPs activities:

Up until the LEAPs after-school grant was awarded, the community did not have after-school programs or activities for children to improve their academics, and engage in other educational activities outside of the structured school day.

The site coordinator, assistant site coordinator, and the staff members analyzed and monitored each child's records to stay abreast of his/her current academic needs.

Individual academic plans based on current achievement test scores, daily work, mid-nine weeks reports, report cards, and teacher evaluation for each grading period and/or yearly test data for the school year were developed, modified, and updated regularly for each student enrolled in the program.

An overall analysis of the program showed significant gains in over 75% of the students who were enrolled within LEAPs. It was extremely rewarding when a parent or teacher of the student would comment "The after school has helped him/her so much."



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): <b>OVERON COUNTY BOARD OF EDUCATION - ALLONS ELEMENTARY</b>	
Grant Contact: <b>MARGARET LEACH</b>	
Phone: ( 931 ) 823-5921	Email: margaret leach2@yahoo.com

Grade Span Served: grades 1-8			Total No. of Students Served: 78		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
55	70	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
12	15	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
2	2	At risk of state custody due to family dysfunction	3	3	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>15 HOURS PER WEEK</p> <p>6:30-7:30 HOMEWORK SESSION ,MONDAY-FRIDAY</p> <p>2:45-3:00 SNACK PROVIDED EACH DAY</p> <p>3:00-4:00 MONDAY -FRIDAY HOMEWORK SESSION</p> <p>4:00-5:00 TUTORING BASED ON STATE ATANDRDS AND STUDENTS WEAKNESSES</p> <p>EACH CHILD ONE HOUR EACH WEEK COMPUTER SKILLS PROGRAM USED PLATO MATH</p> <p>EACH CHILD ONE HOUR EACH WEEK PHYSICAL EXERCISE.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>2006 STATE REPORT CARD</p> <p>MATH A</p> <p>READING B</p> <p>SCIENCE C</p> <p>SOCIAL STUDIES C</p> <p>2007 STATE REPORT CARD</p> <p>MATH A</p> <p>READING B</p> <p>SCIENCE B</p> <p>SOCIAL STUDIES B</p> <p>MANY OF OUR LEAPs STUDENTS HAVE PASSED THEIR GRADE DUE TO SERVICES PROVIDED. WE HAVE PROVIDED CHILD CARE FOR MANY OF OUR PARENTS AT NO EXPENSE TO PARENTS</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Overton County Schools - Livingston Academy	
Grant Contact: Julie Miller	
Phone: ( 931 ) 823-4035	Email: abooklover@earthlink.net

Grade Span Served: 9-12			Total No. of Students Served: 358		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
231	65	Qualify for free/reduced lunch	358	100	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
53	15	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
40	11	At risk of state custody due to family dysfunction	127	36	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>The following programs were provided:</p> <ol style="list-style-type: none"> <li>1. After school tutoring in Gateway areas of Math, Science, and English as well as ACT prep activities and writing remediation,</li> <li>2. Cultural Music Instruction</li> <li>3. Community Art Program</li> <li>4. CSI- Forensics and Genetics activities</li> <li>5. Technology and Podcasting</li> <li>6. Time for Time</li> <li>7. Creative Writing</li> <li>8. Golf lesson, Open Gym and various PE activities</li> <li>9. Career Exploration</li> </ol>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>We have been very successful in our first year. The following are highlights from our program:</p> <ol style="list-style-type: none"> <li>I. Cultural Music Instruction including Blue grass and contemporary band music. These students are working with instructors after school to receive instrument training and performance instruction. Our Blue grass music program began the process of the creating an Album. This is something that is being completed this year in our program.</li> <li>II. The technology afterschool program worked to help students create their own imovie projects and they learned how podcasting can be used in the classroom.</li> <li>III. We serviced a huge number of students in our tutoring program. These students otherwise would not have had the help they need to succeed in core classes.</li> <li>IV. CSI at LA- This is one of our most popular courses. The instructor is providing interesting and motivating lab activities that show how genetics and forensics are used in crime scene investigation as seen on TV shows and in real life police work.</li> <li>V. We provided monitored PE programs after school for students who are not necessarily involved in organized sports activities. This is a great way to offer all students ways to be physically fit in fun programs.</li> </ol>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Overton Co - Rickman Elementary School-RISE	
Grant Contact: Lori Mosley	
Phone: ( 931 ) 498-2825	Email: lorigrey@hotmail.com

Grade Span Served: 1-8			Total No. of Students Served: 76		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
29	45	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
20	31	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	16	25	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>The following programs were provided:</p> <p>I. Before and after school tutoring in reading, math, science, and English,</p> <p>II. PLATO</p> <p>III. CSI-Forensics</p> <p>IV. SRA program</p> <p>V. ThinkLink</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>I. The before school tutoring has been successful this year. Students who would not otherwise receive help have received much needed assistance.</p> <p>II. Students engaged in the PLATO (an online mediation program) have made steady gains this year, with some even being ahead of schedule.</p> <p>III. The CSI-Forensic element is a favorite with all students. They have learned the basics of finger-printing while using hands-on lab activities.</p> <p>IV. SRA and ThinkLink are both scientifically researched based programs designed to raise student test scores. Our students are receiving a considerable amount extra work with both of these programs.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Putnam County Schools	
Grant Contact: Dr. Sandra Koczwara	
Phone: ( 931 ) 526-9777	Email: koczwaras1@k12tn.net

Grade Span Served: K - 12			Total No. of Students Served: 1223		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
595	49%	Qualify for free/reduced lunch	200	16.5%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
30	2%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0%	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
3	.002%	At risk of state custody due to family dysfunction	395	32.5%	At risk of failing one or more subjects or are behind by at least one year

### Program Activities (Specific services provided):

- Before School homework assistance labs 6:45-7:45 am (K-12)
- After school programs 3:00–5:00 pm (K-12)
- Spring break – 1 week of intercession 8:00 – 3:00 (5-12)
- Summer academy – 2 week program 8:00 – 3:00 (K-8)
- Transportation provided for students attending Baxter & Monterey schools
- Nutritious snacks provided by Child Nutrition Services schools meeting eligibility requirements and purchased for those not meeting eligibility requirements
- All sites were licensed by the Tennessee Dept of Education

**Math and reading intervention** programs (K-8) offered students remedial and/or advanced curricular challenges.

**Credit recovery programs** (9-12) allowed students to “earn credits” in core subjects reading, math, science, language arts, using technology.

**Extended library** hours (K-8) provided students access to literature, computers, Accelerated Reader, a quiet place to read

**Jump Rope** instruction (K-4) helped students develop better health & fitness habits

**Tutorial & Academic Assistance** (5-12) provided additional support to students in development and understanding of core subject areas including math, science, English, biology, chemistry, technology, and physical fitness.

**Suzuki Violin** music classes (K-4) provided students with violins and violin instruction; **Piano classes** also provided students the opportunity to learn how to read music, play an instrument, and as a culminating activity, present a concert to parents at the end of the year.

**Hand chimes** (K-8) incorporated music, math and language to students participating and performing in ensembles while learning to read music and play hand chimes.

**Guitar lessons** (5-8) incorporated math and music while teaching students how to play a guitar.

**Multimedia Broadcasting** (K-8) provided students a “new” platform to enhance teaching and learning by incorporating reading, language arts, and math by writing scripts and producing videos for weekly morning announcements.

**Using computers**, software programs and accessing the Internet (K-12) allowed students opportunities to



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

complete assignments, conduct research, reinforce core academic skills, and explore scholarship options not available to them at home

**Inspector Gadget** (5-8) explored all the latest gadgets and software that puts the student in the 21st Century classroom integrating language, reading, and technology.

**Myth busters** (5-8) integrated science, math, language, and social studies, putting some of the most famous myths on trial and checking out the scientific principles behind them

**Art** activities helped (K-12) students explore untapped talents through painting, pottery making, and other artistic avenues not available during the regular school day.

**Shape-Up** (5-12) increased muscular strength and fitness while learning how it scientifically affects the body using physical training equipment.

**LEGO robots** (9-12) were constructed and programmed to follow simple commands incorporating math, science and problem-solving techniques.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

The greatest success has been with students who were desperately in need of more individualized assistance. In providing academic assistance with homework each day, students have been armed with the ability to go into the classroom the next day and be a contributing member of that class. Students who cannot get help at home are at a distinct disadvantage in the classroom. We are making a difference.

Students completed projects, which were entered in the Science Fair – a new experience for them! One student brought their small light bulb and battery home to explain to parents how it worked.

An IDEA student graduated with a regular high school diploma as a result of his participation in LEAPs

Parents are thankful to have teachers who can help their child with homework. Many parents said that their children begged to come before school and stay after school to participate in LEAPs. Parents enjoyed spending quality, relaxed times with their children in the evenings – without doing homework.

Middle school students receive additional academic assistance and are coming to class prepared. More importantly, they are targeted for intervention BEFORE they fail! Students, teachers, and parents have a proven alternative program to failure – a program designed specifically for adolescents providing them access to all the computers and technology necessary to keep them engaged in learning.

#### ***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***

LEAPs programs were initiated in 12 of Putnam County's 16 schools serving approximately 1,223 at-risk students. Programs were tailored to meet the unique needs of their respective student population based on test scores, demographics, ages, and special interests.

Avery Trace Middle School (7-8)

Baxter Elementary School (K-4)

Cane Creek Elementary (K-4)

Capshaw Elementary (K-4)

Cookeville High School (9-12)

Cornerstone Middle School (5-8)

Jere Whitson Elementary (K-4)

Monterey High School (9-11)

Park View Elementary (K-4)

Prescott Central Middle School (5-6)

Sycamore Elementary School (K-4)

Upperman High School (9-12)

LEAPs programs were integrated with the following local, state, and federal programs:

- Extended Contract
- Coordinated School Health Pilot Program
- Title I Summer School
- Migrant Summer School
- 21st Century Community Learning Centers (2 Monterey schools)
- Tennessee Tech University
- Community businesses, agencies, and civic organizations



## Lottery for Education: Afterschool Programs (LEAPs) Grantee Profile

Grantee Agency (name of fiscal agent): Roane County Schools - Bowers Elementary School	
Grant Contact: Candace Lett	
Phone: ( 865 ) 882-1185	Email: cclett@roaneschools.com

Grade Span Served: K-5			Total No. of Students Served: 275		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
206	74.9	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction			At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided): Program activities were divided into 4 main areas: (1) Academic Intervention (2)Physical Fitness (3) Technology (4) Fine Arts</p> <p>Students and parents registered for specific classes based on (1) student academic need (2) student interest. Most classes filled very quickly and due to time and funding constraints, students were limited in the number of classes in which they were allowed to participate.</p> <p>Examples of classes available: (1) Vocab/Comp skills (2) Reading/math skills (3) Stock Market Game (4) Storytelling (5) School Newspaper (6) Cooking (7) Mad Scientist Club (8) Sports Camp (9) Sports and Fitness (10) Ballet (11) Clogging (12) Baseball/softball (13) Webpage Design (14) Computer skills (15) AR Reading (16) Computer assisted tutoring (17) Art (18) Piano</p> <p>"Celebrate Me" Nights were scheduled throughout the year. At these events, students and parents celebrated the successes of each class. These were heavily attended and very popular.</p> <p>Identify a few Accomplishments or Successes attributed to LEAPs activities: This opportunity has changed the culture of the school. Parents and students are excited. The school is full of activity and program activities are evident throughout the school. Registration nights are standing room only events with parents and students enthused about the opportunity to participate.</p> <p>An analysis of a variety of test data has shown:</p> <ol style="list-style-type: none"><li>1. The student attendance rate increased to 94.8%.</li><li>2. 80% of students involved in the after school program participated in "Celebrate Me" night events with family members in attendance.</li><li>3. Some improvements were seen in the percent of students overweight or obese as measured by the spring and fall BMI's administered to students in grades K,3,4,5. This is an ongoing problem in the community.</li><li>4. The achievement gap between economically disadvantaged and those not in that category is narrowing. More work remains to be done in this area. However, the after school program has provided the school an opportunity to work with individual students in focusing on specific needs, thereby improving achievement.</li></ol> <p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>
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# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Murfreesboro City Schools	
Grant Contact: Kim Dabney	
Phone: ( 615 ) 893-2313	Email: kim.dabney@cityschools.net

Grade Span Served: Kindergarten through sixth grade			Total No. of Students Served: 47		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
30	64%	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
5	10%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
4	9%	At risk of state custody due to family dysfunction	0	0	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):

Project Odyssey ensured a seamless transition from the school day to after school functions. Certified Teachers provided Intensive Tutoring in Reading, Language Arts, Math, and Science. Homework Help sessions were also offered. Certified teachers mentored Odyssey staff and communicated the needs of the individual students to be addressed and identified specific needs to be incorporated into Homework Help sessions. To increase reading skills, we offered Arthur's Adventure Club, Book Bonanza, Star Rockin Readers, Storytelling Safari, Journal Write and Read, Book Cook, and Star Catcher News Team. These enrichments allowed students to practice grammar and writing skills, build vocabulary, determine the sequence of events in a story, enhance listening skills, fluency, comprehension, vowel, word meaning, and words in context. To increase we offered Math Skills Math Munchers, Mad about Math, Star Chefs, and Games Galore. Students learned about measurement (cups, pints, quarts, gallons, etc.) as well as enhancing addition, subtraction, problem solving, measurement, telling time, and number sequence skills. To increase science skills we offered Bug Club, Dino Dig, Wild Wizards, The Star Gardener, and Outdoor Explore. Students learned about matter and energy, the human body, the environment, rocks, plants, animals, insects, weather, stars and planets through hands-on projects, experiements and games. To increase Computer Literacy skills we offered Computer Surfers, Star Catcher News, See Me Shine and Storytelling Safari . These enrichments allowed students to explore the internet and learn computer skills while playing educational games. Steel de Boro was offered to teach fifth and sixth grade students about world music. A variety of Sports and Recreational enrichments were also offered which included: Wild World of Sports, Junior Cheer Squad, Dance Fever, Outdoor Sports, Basketball, Dance, Dance Revolution, Get your Run On, Never Too Young for Yoga, Girls Got Game, Karate, Soccer, Golf, T-Ball, and Walk it Out.

Transportation was offered between the center and homes for those participants who do not have transportation. In addition, participants have been given a nutritional snack during the afternoon; morning and afternoon snacks were provided for events which lasted all day.

The Scales Elementary Extended School Program is licensed by the state and meets state childcare regulations.



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Amanda Parks, Scales Elementary Site Director states that LEAPs has helped a special education student with minimal social skills. School day teachers felt that he was capable of mainstreaming into the regular classroom, but his level of social anxiety was too great. His grandmother is raising him because his mother is in prison. He was referred to Project Odyssey because his teachers felt that the afterschool program would provide him a nurturing environment and give him the opportunity to form relationships with other students in a smaller group setting. He began coming only three days a week to see how he liked the program. As time passed, he became very close to one of the Project Odyssey Staff members and even made a friend. He began to ask to go to the gym, and other places where more students were located. Project Odyssey also provided him with tutoring in reading and language development. This was a great help to his grandmother because she was unsure of how to help him at home. By the end of the school year, he was spending 3 hours a day in a regular classroom, which was a great accomplishment.

Project Odyssey also served a fourth grade behavior modification student. This student was at risk of educational disadvantage due to his family situation. His mother had been very sick with cancer for years so he had gone to live with his grandmother, however, she suffered from congestive heart failure. He now lives with his aunt and her 5 children. In school, he exhibited violent behavior and wanted to hit and fight at almost any opportunity. When he enrolled in Project Odyssey, he was placed in Karate classes so that he could have an outlet to vent his aggressions. He also attended homework classes to learn study skills and begin turning in his homework. By the end of the year, his teacher stated that his homework assignments had greatly improved and he was proud to show off his Karate skills.

32% of Project Odyssey students improved their Reading/Language Arts Scores.

43% of Project Odyssey students improved their Math Scores.

39% of Project Odyssey students improved their Science Scores.

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): ALQI - Appalachian Life Quality Initiative	
Grant Contact: Jimmie Foster or Joseph Storey	
Phone: ( 423 ) 569-2677 or 286-9500	Email: alqi2@highland.net or jstorey@bgcocc.org

Grade Span Served: 1 <sup>st</sup> through 12 <sup>th</sup>			Total No. of Students Served: 170 to 200 Daily		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
234	65	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction			At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Power Hour: Homework and Specialized Needs Assistance.</p> <p>Fine Arts: Members Work With Different Art Mediums and Style to Create Works of Art.</p> <p>Life Skills: Members Have the Opportunity to Learn Cooking, Sewing and Basic Life Skills.</p> <p>Club Tech: Members Have the Opportunity to Create Digital Graphics, Digital Music, Websites, Movies and Digital Photos.</p> <p>Skill Tech: Members Learn the Basics of Microsoft Office Software.</p> <p>Image Makers: Photography Program Which Stimulates Members Creativity.</p> <p>Drama: Members Use Creative Writing to Produce Scripts Which They Then Act Out For Members and Parents.</p> <p>Smart Moves: A Program Which Promotes Abstinence From Sexual Activities, Drugs and Alcohol.</p> <p>Physical Activates: Various Activities to Encourage Physical Fitness and Mental Well being.</p> <p>Math and Science: Conduct Experiments and Conduct Academically Challenging Scenarios to Solve.</p> <p>Project Learn: BGC Incorporate Academic Learning Into As Many Activates As Possible.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>The Boys &amp; Girls Club and ALQI are excited about the progress being made in the BGC Power Hour program. This program operates on a daily basis utilizing certified teachers to assist members with homework and specialized academic needs. Many parents have insisted that their children participate in this program. Teachers have commented on how their students behavior and overall performance has improved. Members leave the Power Hour program with a new sense of confidence in their academic ability. This program will be expanded upon as funding becomes available to the BGC.</p> <p>The Boys &amp; Girls Club have introduced its members to the creative fine arts. Utilizing a certified art teacher, members are given the opportunity to unleash their creative abilities by creating works of art. Members have learned about different styles of art as well as different art mediums like paint, chalk and charcoal.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Sevier County Schools - Northview Middle School Cougar Connection After-School Tutoring Program	
Grant Contact: Jim Davis, Principal , Dr. Rene' Walker , Director	
Phone: ( 865 ) 933-7985	Email: jimdavis@sevier.org , renewalker01@sevier.org

Grade Span Served: 5-8			Total No. of Students Served: 144		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
86	60	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction			At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <ul style="list-style-type: none"><li>- After-School tutoring by TN state certified teachers</li><li>-free daily snack and free bus service home</li><li>- 50 scholarships for Cougar Connection students to the Kodak Boys and Girls Club</li><li>-Reading activities: Reader's Theatre, Hot Dot Activities, CLOZE activities, Shared Reading, Accelerated reading, Heart beeps</li><li>-Math Activities: NETS, Versatiles, compass and protractor use Heart beeps, Accelerated math</li><li>-Computer Activities: Heart Beeps, Internet research, Accelerated Reading, Accelerated Math</li><li>-Science Activities: CLOZE activities in science research, TCAP review graphic organizers, Heart beeps</li><li>-Sports and Recreation: 50 scholarships were available to Cougar Connection students who attended at least 4 days of Cougar Connection weekly. 38 were awarded and accepted. The Boys and Girls Club provided intramural football, and basketball teams, pool tables, field trips and open game time to our students.</li><li>-Summer School Program for 3 weeks in the summer. Breakfast and lunch provided. Bus transportation provided. Classes taught by TN state certified teachers focusing on math, reading, science and technology.</li></ul>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>An analysis of TCAP scores showed the following average gains in reading:</p> <p>5<sup>th</sup> grade 16 points</p> <p>6<sup>th</sup> grade 19 points</p> <p>7<sup>th</sup> grade 25 points</p> <p>8<sup>th</sup> grade 15 points</p> <p>The average gains in math were:</p> <p>5<sup>th</sup> grade 19 points</p> <p>6<sup>th</sup> grade 10 points</p> <p>7<sup>th</sup> grade 51 points</p> <p>8<sup>th</sup> grade 16 points</p> <p>The average gains in Science were:</p> <p>5<sup>th</sup> grade 3 points</p> <p>6<sup>th</sup> grade 4 points</p> <p>7<sup>th</sup> grade 2 points</p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): ADT Child Development Academy	
Grant Contact: Domeniek Harris	
Phone: ( 901 ) 857-1939	Email: dharris3@memphis.edu

Grade Span Served: K-5			Total No. of Students Served: 75		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
40	53	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
10	13	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
10	13	At risk of state custody due to family dysfunction	15	20	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Math and reading tutoring are provided, as well as technology instruction. Students also receive homework assistance. In addition enrichment activities include arts and crafts, music, ceramic sculpting, and library exploration. Physical activity is included each day, as well as student self-management skill activities.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Grades on reading tests have increased by 50% for intermediate-grade students. These students are also completing independent practice work in less time and with more accuracy. Students in the primary grades have improved their money-counting skills and time-telling skills.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): The City Builders Youth Organization	
Grant Contact: Victoria Noblett	
Phone: ( 901 ) 452-7770, 901-283-5052	Email: citybuilders@bellsouth.net

Grade Span Served: 7 -12			Total No. of Students Served: 50		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
50	100	Qualify for free/reduced lunch	50	100	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction			At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>A.C.T. tutoring, workshops Language Arts, Math tutoring Homework help Basketball Recreation Computer Lab Financially Literate Youth Community Service Leadership Development Camps Snacks</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Parent survey showed: students 81% were more respectful and followed rules better at home 100% parents said they improved their school performance 86.7% said that their overall behavior improved</p> <p>A.C.T. scores have improved as much as 4 points for some students Teachers say behavior has improved, fewer discipline referrals Students have helped organize the community through community surveys Homework is completed Graduation rate among our students is much higher than general student population</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Comprehensive Unique Developmental & Diverse Learning Enrichment Systems (C.U.D.D.L.E.S)	
Grant Contact: Michelle Graham	
Phone: ( 901 ) 458-2949	Email: michellegraham@casp4kids.net

Grade Span Served: K-5 <sup>th</sup> gradee			Total No. of Students Served: 66		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
58	88	Qualify for free/reduced lunch	23	35	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
9	14	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	3	5	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	9	14	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):

The program offered all of the activities required by the grant (reading, math/science, computer literacy, tutoring/mentoring, and sports/leisure with support services (occupational therapy, physical therapy and speech therapy) We provided a variety of activities for the students during reading time which include poetry, word walls, reading group, book club, weekly thought and words for the week.. In order to meet their needs, the students were divided into reading groups. For science we have performed several science experiments, made models, and created paper Mache piñata's.

During math time we performed money exchanges and created many fun counting, graphing and sorting games. For computer literacy we used 12 computers for the students in the computer lab and 2 computers in the classroom. The computers in the classrooms are primarily used as listening centers in which the students utilized head phones to work independently.

For tutoring/mentoring we utilized smaller groups to give the students additional time and to reinforce the information. We had daily peer mentors and volunteers to assist the students. We developed a partnership with Small Creations, Inc. that held two workshops with the teachers and students to increase the student's literacy and creative writing skills through reading and writing poetry. The students obtained notebooks to expressive their thoughts and emotions through poetry. The students learned a variety of techniques of writing styles and enjoyed sharing their thoughts with others.

C.A.S.P. also provided the students with free time in the therapeutic gross motor gym. The students were able to use the following equipment to gain sensory input (tactile, vestibular and proprioceptive input) large foam pits, balance beams, housekeeping area, therapy balls and scooter boards. The gym allowed all of the students the opportunity to release some energy which helps increase their attention span in order to complete educational activities



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

C.A.S.P. staff has noted an improvement in some student's gross/fine motor skills, coordination, balance, cognitive, and language skills while in our therapeutic environment. One of our students diagnosed with Autism found the gym area to be a safe heaven and he was able to organize his sensory system while receiving the input from the equipment in the gym. Following the gym activities, he was able to focus and complete functional tasks. We have several families with multiple children attending the program. These children have limited support at home and most live in single parent households. One of the parents, stated that one of her children was doing poorly in school but now through the program her child has learned to take responsibility for completing homework assignments. The parent also stated that she is so grateful for the support of the after school program. Her child now has a place to assist her with homework assignments and she receives positive reinforcement from the program staff and volunteers. This parent continued to state that her child's self-esteem and self-confidence has improved since attending the program along with improvements noted in her grades and conduct on her report card. One of the special needs parents stated that the after school program has been very beneficial to her son. While in the program his social skills has increased with his typical peers. With the programs support staff, he has improved with reading and handwriting skills. Finally, we have obtained many students from the neighborhood and .One mother stated that her children race to the program after school and look forward to coming to the program more than they look forward to going to school. Some of these students also preferred to come to the program instead of going to their tutors at school. The students stated that the program is fun, they get help with their homework and they get a snack

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Grantee Agency (name of fiscal agent): Jessie Mahan Child Care Center Inc.	
Grant Contact: Martha V. Jackson, Director	
Phone: ( 901 ) 276-1603	Email: jmcenter@bellsouth.net

Grade Span Served: K-6			Total No. of Students Served: 25		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
21	84	Qualify for free/reduced lunch	1	4	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
0	0	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	1	4	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	2	8	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>The program provides after school homework tutorial for all students daily.</p> <p>The students will be provided dance lessons one day a week for thirty minutes.</p> <p>Starting February 1, 2008, the students will be provided Spanish Lessons on Friday for one hour.</p> <p>The children and teacher was given a Christmas party and the students were given gifts.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>The dance classes provided for the children was a success. The children did an end of the lesson dance class recital for the parents. The students were provided dance uniforms provided by the program.</p> <p>Ten boys choice to participate in drum lessons. The lessons were challenging yet fun to the students. The lessons were two hours one day a week. The students also performed an end of the lesson recital for the parents. Jessie Mahan Center now have our own personal drum line.</p> <p>The students had three weeks of art lesson from A Storke of Art Studio. The students were taught the fundamentals of how to start an actual picture abstract. The students were very attentive. The finished art work was displayed in the classroom and the program provided a night at the art museum for the parents here at the center.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): LeMoyne-Owen College Community Development Corporation	
Grant Contact: Jeffrey Higgs, Executive Director or Joy Turner, Program Manager	
Phone: ( 901 ) 435-1654	Email: jeffrey_higgs@loc.edu or joy_turner@loc.edu

Grade Span Served: 3-5 <sup>th</sup> and 9-12th			Total No. of Students Served: 97		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
90	92	Qualify for free/reduced lunch	60	39	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
25	26	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
10	10	At risk of state custody due to family dysfunction	45	46	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):	
<b>Boys</b> <ul style="list-style-type: none"> <li>Homework assistance</li> <li>Individual tutoring for students experiencing academic challenges</li> <li>Fitness and recreation at the Hope and Healing Center</li> <li>Monthly Family Bonding Events</li> <li>Report Card, "Gold Star Reward" Ceremonies (every six weeks)</li> <li>Grizzlies Game/ Field trip</li> <li>Transportation (to and from the center)</li> <li>Recreational Activities</li> <li>Stroke of Art (Art classes)</li> </ul>	<b>Girls</b> <ul style="list-style-type: none"> <li>Gateway Prep Testing</li> <li>Resume writing skills</li> <li>Language Diction</li> <li>Job Readiness</li> <li>Computer Literacy</li> <li>College Career Search</li> <li>Parenting Skills</li> <li>Recreational Activities</li> </ul>
Identify a few Accomplishments or Successes attributed to LEAPs activities: <ul style="list-style-type: none"> <li>Improved verbal communication skills as a result of Family Bonding dinners &amp; field trips that expose the children to a variety of people with different ethnic backgrounds and cultural settings (formal and informal setting)</li> <li>Improved in their ability to follow instructions, anger management &amp; implement teamwork</li> <li>Improvement in eating habits due to nutrition classes at Hope &amp; Healing</li> </ul>	
<b>Boys:</b> 15% Principal List (All A's) 25% Honor Roll (A's & B's) 30% C – Average 50% Improved TCAP Scores (State Test)	<b>Girls:</b> 10% Principal List 40% Honor Roll 50% C-Average 80% Gateway Passing (State Test)
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>	



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Memphis City Schools	
Grant Contact: Brenda Jones, Coordinator, Office of School Age Childcare	
Phone: ( 901 ) 416-4709	Email: jonesbrendaf@mcsk12.net

Grade Span Served: K-6			Total No. of Students Served: 1692 - LEAPS I, II, & III		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
1692	100	Qualify for free/reduced lunch	545	32	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
82	5	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	-		Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
-		At risk of state custody due to family dysfunction	125	7	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Parents feel comfortable leaving their children in a secure and safe environment that promotes academic success.</p> <p>Classroom teachers use approved diagnostic assessments to identify specific academic needs of the students in the program.</p> <p>Academic enrichment in mathematics, reading and language arts takes place three days a week administered by licensed, highly qualified teachers.</p> <p>Students received extra support for homework activities.</p> <p>Students engage in enrichment and cultural activities which include field trips to local museums, recreational facilities, and sporting events courtesy of the community partnerships and community partnership support.</p> <p>The enrichment activities provide opportunities for students to experience insights and activities to which they may not otherwise be exposed.</p> <p>The educational staff at each site plans specific activities geared to the ages and grade levels of the participating students.</p> <p>Students receive information on physical fitness, health, and nutrition.</p> <p>Parents participate in many activities, giving them a chance to bond with staff and teachers.</p> <p>Teachers attend staff development workshops so they will learn strategies to teach students to their respective learning styles. Staff receives professional development to ensure they have the required hours as set forth by DHS.</p>
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## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

LEAPs teachers and regular day teachers discuss the progress of students. LEAPs teachers evaluate progress reports and six weeks report cards in order to assess progress. When a child is deficient on particular skills, both teachers share strategies to reinforce mastery.

Students enjoy participating and have consistent attendance.

LEAPs staff identify with their student academic progress, where students have increased in learning abilities based on TCAP preparation and testing.

Mid term tests and post tests show marked improvement in the accuracy and completion of homework and in working with others.

Students have increased library usage and computer applications due to additional participation time allotted in the program.

Communication has increased with LEAP staff and regular school day teachers in the course of a day.

Students previously not turning in homework in all grades are now completing homework assignments at a higher rate. The children receive daily homework help and instruction on grade specific skills in a whole group setting.

Staff has increased knowledge base from attending professional development workshops.

Parents are becoming more actively involved with their students. A parent of a LEAP student was featured in MCS READS (district newsletter) with her son in the library.

Parents provide input to the program and are actively engaged in the learning process.

#### ***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***

Levi Elementary	LEAPs I
Winchester Elementary	LEAPs I
Georgian Hills Elementary	LEAPs II
Hawkins Mill Elementary	LEAPs II
Caldwell Elementary	LEAPs III
Carnes Elementary	LEAPs III
Charjean Elementary	LEAPs III
Goodlett Elementary	LEAPs III
Gordon Elementary	LEAPs III
Guthrie Elementary	LEAPs III
Klondike Elementary	LEAPs III
Treadwell Elementary	LEAPs III
Whitney Elementary	LEAPs III



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Partners in Public Education	
Grant Contact: Joanna Curtis	
Phone: ( 901 ) 766-9437	Email: jcurtis@pipememphis.org

Grade Span Served: 6-8			Total No. of Students Served: 53		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
51	96.4	Qualify for free/reduced lunch	53	100	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction			At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Students received tutoring in math and English from regular school day, certificated teachers. Students also participated in the sports (basketball) program offered by PIPE. In addition, students had access to computers.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Student athletes who attended the program demonstrated higher grades on their report cards than student athletes who did not attend the program.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Stewart County Excel Program	
Grant Contact: Stewart County Government	
Phone: ( 931 ) 232-7673	Email: lgafford@compu.net

Grade Span Served: K-5			Total No. of Students Served: 82		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
45	55%	Qualify for free/reduced lunch	NA	NA	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
39	48%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	NA	NA	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
07	8%	At risk of state custody due to family dysfunction	19	23%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Daily physical activity, daily healthy snack, daily homework help and completion in all subjects, computer literacy skills, positive behavior support, study island in all subjects, enrichment and remediation in all subjects (i.e. one-on-one assistance, classroom manipulatives, study buddy, academic mentoring, smart boards, study skills, dry erase boards and markers and boards for interactive group work, educational software and websites accessed in the classroom and computer lab), Accelerated Reading, daily one-on-one reading with non-proficient readers (documentedd on daily reading log), Reading proficiency is tracked through TCAP Proficiency levels and through pre, mid and post STAR Reading Level Tests, spelling and vocabulary test preparation, TCAP Writing Assessment practice and assistance. Accelerated Math, Reinforce math skills taught in the classroom, reinforce calculator skills, multiplication skills. Weekly science and social studies lessons are reinforced through reading the chapter as a group, or one-on-one. Vocabulary and homework help is administered in areas of need. Group games are used to study for tests and also to increase interest in science and social studies. A science fair is held in May of each year.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>North Stewart Elementary TCAP test scores and proficiency scores are much higher than the state average. For the past two years, North Stewart Elementary has received the Value Added Achievement Award for Middle Tennessee from the Educator's Consumer Foundation presented at the Tennessee State Capitol. The LEAPs Program was honored to be invited to the acceptance of the award both years. Teachers are raving at the fact of increased self-esteem and fewer discipline referrals because of correct and completed homework due to the after-school program. The LEAP's Staff has formed positive, healthy relationships with students in order to provide as many needs as possible for our students. Of the 82 students served, 72, or 88% qualified for one or more criteria as outlined in the LEAPs referral criteria. We have worked with a variety of agencies to provide much needed services such as food for the weekend and holidays (taken home on Fridays via a "backpack"), clothing and shoes, school supplies, health/vision/dental screenings, assistance with Christmas, etc. Physical activity has increased from under an hour per day in many children to now an hour per day or more in many students.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Boys & Girls Club of Bristol	
Grant Contact: Jessica L. Rose	
Phone: ( 276 ) 669-8932	Email: vaclub@bvunet.net

Grade Span Served: K-5			Total No. of Students Served: 81		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
62	73	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
1	1	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	4	5	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>We provide homework assistance to our young people on a daily basis using staff members and volunteers from local colleges. Also, we have implemented a reading initiative program which includes visits to the public library and focuses on accelerated reading program. Another area of focus is math enrichment and to assist our Club members in this area we offer peer tutoring as well as challenges such as sudoku puzzles. Science activities are conducted two days a week and we use a program sponsored by Boys &amp; Girls Club of America called Ultimate Journey which stresses the importance of protecting our environment. To reinforce all of the skills, we have a quiz bowl each month that asks questions regarding the math, reading and science activities they worked on for that month. Computer literacy is another component of our program that we have devoted a substantial amount of time to. Our young people complete a program called NetSmartz which teaches them how to use the internet safely. As recreation, we implement Triple Play which is a three fold program to build our young people's mind, body and soul.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>We have seen many successes attributed to LEAPs activities. Many of our young people have increase their overall grade point average by participating in the academic enrichment programs that we provide on a regular basis. Also, the young lady who was at risk of educational failure due to circumstances of abuse has improved her grades and is no longer at risk of failure. We collaborated with the school system and child protective services to provide her with the counseling and assistance she needed to get into a stable environment. From there we continued to work with the school system to assist her with her school work and home work. We meet with her teachers on a weekly basis to determine her work load and her needs and provided her with a positive environment in which to complete her work. Through these efforts she was able to improve her current grades and is still working hard to attain honor roll status.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Kingsport City Schools	
Grant Contact: Ginger Keller-Ferguson	
Phone: ( 423 ) 378-4056	Email: gkeller-ferguson@k12k.com

Grade Span Served: 1 <sup>st</sup> ,2 <sup>nd</sup> ,3 <sup>rd</sup> ,4 <sup>th</sup> ,5 <sup>th</sup>			Total No. of Students Served: 76		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
76	100	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
1	1.3	At risk of state custody due to family dysfunction	76	100	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>The Quest After-School Program offers a variety of services. Students are provided tutoring assistance, academic enrichment activities, a nutritional snack, and recreational activities. Even more, students engage in positive social interactions. In order to reach individual student needs, tutoring specifically targets areas that need improvement. Furthermore, the program provides academic activities to reinforce and practice skills being taught in the classroom. Recreational activities give students the opportunity to participate in games, outdoor activities, and sports. During this time, students are also given the opportunity to use the computer lab. The use of technology is an important aspect that this program incorporates into daily instruction. Students are also provided a daily nutritional snack, which energizes them for the afternoon. Each of these services is an essential and important part of the program.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>There are countless reasons for how an after-school program can benefit students. However, the greatest benefit from a program such as this is the improvement in student grades. In some instances, students have improved by two or three letter grades in some subjects. Quest also helps promote positive attitudes toward academics that branches into the regular classroom. Literacy activities promoted in the program help students improve reading levels. Students may progress several reading levels throughout the school year. The goal of Quest is to help each student reach their full potential.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Kingsport City Schools / John F. Kennedy Elementary School	
Grant Contact: Ginger Keller-Ferguson	
Phone: ( 423 ) 378-4056	Email: gkeller-ferguson@k12k.com

Grade Span Served: 1 - 5			Total No. of Students Served: 62		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
46	77%	Qualify for free/reduced lunch	0	0%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
30	55%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0%	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
2	3%	At risk of state custody due to family dysfunction	48	80%	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):

**Reading/Language Arts**  
 Capstone students in all grades were offered a sustained silent reading period several times each week and access to the school library. Many students took advantage of this time to raise their AR scores. Reading comprehension was addressed in all grade levels through the use of worksheets and computer lab activities. First and second grade students were offered a daily story time and maintained reading journals chronicling the works they read.  
 Fourth and fifth grade students participated in reader's theatre activities regularly.  
 Capstone was the recipient of a First Books Grant to provide books for all students participating in the program. Capstone staff integrated these books into reading and writing lessons. The books became the personal property of the students upon the completion of the lessons.

**Writing**  
 All Capstone students maintained journals to document their activities in the program.  
 Writing was heavily emphasized with fifth grade students in preparation for the TCAP Writing Assessment administered in February.

**Math, science and computer literacy/technology** were addressed weekly. All Capstone participants had access to the Kennedy computer lab at least once each week for academic activities.

**Homework**  
 Capstone enforced a rule that students must complete their homework assignments during program hours and before they were allowed to participate in recreational activities at the end of the day. This rule was created so that students could receive any help needed with the assignments and to ensure that students complete their homework. A number of students elected to bring classroom projects and other long-term assignments to Capstone in order to receive help in completing them. Classroom teachers commented on the quality of these assignments and their timely submission as a result of the help received by students in the after-school hours.

**Sports/Recreation**  
 Capstone students in all grades received at least one hour of recreational time each afternoon.



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

During the winter months, students were divided between the gymnasium for sports activities, and during the spring months, students were given access to the Kennedy athletic fields and playground equipment during recreation time. Students in second, fourth and fifth grades participated in a music lab for keyboarding instruction.

A daily snack was provided to Capstone participants by Kingsport City Schools nutrition services. Students in all grades focused on responsibility and organization skills as part of pre-vocational skills development. Fourth and fifth grade students regularly worked with first and second grade students, helping them with reading, homework, and projects. The fourth and fifth graders were encouraged and expected to be positive role models for the students with whom they work.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

A fifth grade teacher e-mailed the following statement to Capstone staff: "[Fifth grade student] was absent frequently. Capstone staff members were able to help her with missed concepts in math. She has had a rough year at home and was able to have support away from home through Capstone."

A fifth grade teacher e-mailed the following statement to Capstone staff: "The Capstone program supported the school in the writing assessment by letting students correct stories and focus on the recipe for writing. Our TCAP writing scores were excellent this year."

A fifth grade teacher e-mailed the following statement to Capstone staff: "Capstone students were able to lead class discussions after they had been taught social studies concepts. This was a wonderful reversal. These students are typically not as engaged in class discussions and they were able to be leaders and participate."

The Kennedy principal notes that Capstone made an impact on the homework return rate of a fifth grade student who had not regularly turned in homework for three years.

The following statement was e-mailed to Capstone staff by a second grade teacher at Kennedy: "[Second Grade Student] has had his homework for the first time this year!! Whoopee!! And Thanks."

After being picked up on the final day of Capstone, a second grade student cried over missing Capstone during the summer and worrying that the program would not be allowed to continue next year.

The teacher in charge of the computer lab at Kennedy praises the fourth and fifth grade students for demonstrating a profound increase in technology literacy, specifically the Internet and Microsoft Office. She attributes these advances to the work these students do in the computer lab in the after-school hours.

Several classroom teachers in second, fourth, and fifth grades comment that their students are completing homework more regularly and accurately since becoming involved in Capstone.

The following statement was e-mailed to Capstone staff by the parent of a fifth and second grade student:

"Thank you all so much for the work you are doing in Capstone, it has made such a difference for both [5th Grade Student] and [2nd Grade Student]. They both showed a marked improvement on their report cards. Ms Shelton has done so much for [2nd Grade Student], [2nd Grade Teacher] commented that he seemed to be working in class more now, I think that [Capstone Staff Member] is to thank for that. You have a great program and I hope that it will continue in the future. This has been so great for them both but [2nd Grade Student] in particular is doing so much better. You know he has had a lot to deal with this year and your program has made a positive impact for him. I cannot thank you all enough, just know that your hard work is appreciated. I am quite sure that this program has been just as great for other kids as well."

Parents of several students have commented to Capstone staff that the program is making a profound difference in their students' achievement in school. They appreciate both the academic tutoring and the homework help that their students receive. Many also note in addition that after-school child care is beneficial to their work and other schedules.

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Kingsport City Schools-Robinson Middle School	
Grant Contact: Jamie Taylor	
Phone: ( 423 ) 378-2200	Email: j_taylor@k12k.com

Grade Span Served: 6-8			Total No. of Students Served: 87		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
58	67%	Qualify for free/reduced lunch	NA	NA	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
36	41%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	NA	NA	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
7	8%	At risk of state custody due to family dysfunction	87	100%	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):

The program hours are from 2:35 p.m. to 5:45 p.m. Our program begins with a snack. Then students begin homework. Our LEAPs program has dedicated an hour for homework. We have volunteers from the community come and tutor/mentor students in our after school program. We also have eight teachers that stay an extra hour and help those students participating in the LEAPs program. We also have college students hired to tutor. Students are divided up into small groups and work on homework and reinforce skills such as multiplication facts.

The students enrolled in Scientia have daily access to new computers and state of the art computer labs. Students are able to type papers, use the internet for research, take AR tests, and use programs such as Microsoft PowerPoint, Excel, and Word. Those participating in the program also had free time on the computers to play games and listen to music.

We also provide physical activity, students participate in basketball, football, and soccer. Some students walk around the schools track. Our recreational time begins at 4 p.m.

Our after school program was able to venture out into the community for field trips. The students took a tour of the Kingsport Public Library. Students learned what was kept in the archives section and were able to sign up for free library cards. Scientia visited Bays Mountain. Students were able to observe a show at the park Planetarium. Also, we were treated to an informative session on reptiles in our area at the park's Herpetarium. We visited Eastman Credit Union. We were able to tour the bank and students learned about opening a savings account, how to budget expenses, and how to shop for everyday savings. We wanted to get the students thinking about their financial future. We also played Lazer Tag, Putt-Putt, and went bowling. We added art to our program. Students were able to create projects. The students made beaded necklaces, bracelets, and for Christmas made ornaments out of clay. Also, the students were able to make baskets, cylinders, and a Mother's Day creation to take home to mom.

Transportation was also provided. Those students needing transportation boarded a bus at 4:30 p.m. Scientia offered transportation to students four days a week, Monday, Tuesday, Wednesday, and Thursday.

With the funding of this grant, students participating in the program were provided a USDA approved snack daily, academic mentoring and tutorial assistance, transportation, and sports and leisure opportunities after school in a safe learning environment.



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

A 7th grade student, who was not enrolled in the program last year, had a very successful year. In the sixth grade, comments on this child's report card were: needs to improve homework, arrives without materials, and more independent reading. This school year the comments are: exhibits positive attitude and exhibits excellent progress. At Robinson Middle School, there are six 6 week periods. Last school year, this student failed Reading 3 six week's. In the seventh grade, he made straight A's in Reading. In Social Studies last school year, this child failed 4 six week's. This school year in Social Studies, he made B's and C's. He was very successful in math this year, making A's and B's. The student did not fail one subject his seventh grade year. This student attended our program 167 days this school year. This student was invited to Honor's Day for the first time ever. Honor's Day is a celebration for those students who have maintained a 3.0 GPA or better or perfect attendance. This student was so excited that he was invited to participate in the day's activities. Our staff feels that scientia has been very beneficial for him. He has a structured environment to do homework, tutors available to help him with homework, and encouragement from a very supportive staff.

One of our 8th grade students, who has been enrolled in scientia for two years, has been very successful. The student attended our program 154 days this school year. This student was invited to Honor's Day, has participated in chorus, and tried out and made the high school color guard team. Because of scientia, this student was able to participate in extra curricular activities and had mentors available to encourage her. The staff feels that her improvement both academically and socially is directly attributed to the LEAPs program. Over a two year period, this student has received A's and B's in both math and Pre-Algebra. The student is classified as special education in reading and was moved to an advanced reading class about the middle of her 8th grade year. She has maintained a B average in reading.

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): YWCA Bristol	
Grant Contact: Tammy Henkel	
Phone: ( 423 ) 968-9444	Email: t_henkel@ywcabristol.org

Grade Span Served: 5 <sup>th</sup> -8 <sup>th</sup>			Total No. of Students Served: 30		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
17	57%	Qualify for free/reduced lunch	2	6.7%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
8	26%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability		n/a	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
7	23%	At risk of state custody due to family dysfunction	7	23%	At risk of failing one or more subjects or are behind by at least one year

**Program Activities (Specific services provided):**  
The program is designed to provide academic enrichment opportunities for girls to expand their knowledge, increase problem-solving and analytical skills, and increase an interest in learning and achieving. Academic enrichment includes the exploration of science, math and technology through the YWCA Tech GYRLS program. This includes job-shadowing of professional women, another program component, which reinforces that women can succeed in technical careers, with stimulating, gratifying career choices.

A nutritious snack is provided upon arrival to the YWCA each day. The program has been accepted by the State of Tennessee, Department of Human Services, (CACFP) Food Program. The menu follows the state guidelines on nutritional needs for this age group.

Daily homework and tutoring time provides “one on one” assistance for the girls to work on maintaining good grades and appropriate behaviors.

Mathematics, reading and language arts are addressed during homework/tutoring each day. Program staff and tutors assist the girls in their reading assignments and encourage their participation in the Bristol Tennessee school system’s Reading Counts program. The program had 13 tutors/mentors from area colleges who came in to assist the girls with their homework.

The physical education and wellness component provides opportunities for the girls to maintain physical fitness, self confidence, and team building skills. The girls participate in recreation activities every day. They play kickball (one of their favorites!), dodge ball, basketball, volleyball, kickboxing, yoga, pump ‘n tone exercise, relay races and many other team building activities/games. Program staff noted that all the girls with regular attendance had physically toned up and appeared healthier.

Computer literacy, math and science are all addressed within our daily Tech GYRLS program. The girls are constantly reading directions and doing research on the internet. Another project the girls work on daily is journaling and working on their autobiographies where they must do spelling/grammar checks and make corrections as they go. All of the projects within the Microworlds and Robolab software incorporate math and



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

science techniques. They learn computer programming and graphic animation. Graphic animation requires the girls to use mathematics and computer science through trial and error until they get their project running the way they want it to. These projects are ongoing and lead into other projects using everything they have learned, adding new dimension as they progress.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

On May 16th the girls hosted an Open House in the computer lab to showcase their computer projects and LEGO robotics they had built and programmed. Visitors included families, school personnel, and area businesses and organizations who had partnered with the program. The girls designed the invitations that were sent out, the written program, and were the hostesses of the event. They were very proud of their achievements and were thrilled to share their work.

On November 27<sup>th</sup> the girls provided the program for the YWCA annual meeting. They developed a Tech GYRL Jeopardy game for the audience to enjoy to highlight their program and all the things they have learned As far as tech gyrls, homework, fitness, girls circle and their meth Free TN project through Volunteer Tennessee and the National Learn and Serve which they were granted funds for because of the program's LEAPs grant eligibility.

The girls plan to host another open house at the end of the 2007/2008 school year.

***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Sumner County Board of Education – High School Project	
Grant Contact: PAT CONNER	
Phone: ( 615-451-6500 )	Email: connorp@k12tn.net

Grade Span Served: 9-12				Total No. of Students Served: 140	
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
		Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	136	97	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>The Credit Recovery Program utilizing PLATO Learning Courses was implemented beginning January 2007 at Portland and Westmoreland high schools. Students were given the opportunity to earn up to 4 credits a year in core curriculum classes they had previously failed. The Credit Recovery lab was open one hour before school and two hours after school Monday-Friday. A summer school Credit Recovery program was also offered in June for four weeks/four hours a day. Before and after school tutoring was also offered at both high schools in the areas of Math and Science. The Youth as Apprentices program at both high schools was implemented providing junior and senior students the opportunity to be trained to work as tutors to students in the Unity.Com after school program at the middle schools that feed their high schools.</p>		
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Bearing in mind that the program was only implemented since January 2007, Portland High School reported that second semester 7 students passed at least one Credit Recovery course with 2 students passing more than one. With the passing of these courses it allowed 2 students to graduate on time with their class. During the June session a total of 21 credits were recovered at Portland High School. At Westmoreland High School 3 students passed a Credit Recovery course which allowed 1 student to graduate on time with their class. Ironically, Westmoreland was placed on target for their graduation rate in school year 05/06 because they were 1 student shy making their graduation rate. During the June session a total of 11 credits were recovered at Westmoreland High School.</p> <p>Credit Recovery Program Sites:</p> <table> <tr> <td>Portland High School 600 College Street Portland, TN 37148 Lead Teacher: John Parker</td> <td>Westmoreland High School 4300 Hawkins Drive Westmoreland, TN 37186 Lead Teacher: Barbara Swiatek</td> </tr> </table> <p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>	Portland High School 600 College Street Portland, TN 37148 Lead Teacher: John Parker	Westmoreland High School 4300 Hawkins Drive Westmoreland, TN 37186 Lead Teacher: Barbara Swiatek
Portland High School 600 College Street Portland, TN 37148 Lead Teacher: John Parker	Westmoreland High School 4300 Hawkins Drive Westmoreland, TN 37186 Lead Teacher: Barbara Swiatek	



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Sumner County Board Of Education -Unity	
Grant Contact: Marijo Monette	
Phone: ( 615 ) 451-6367	Email: marijo@comcast.net

Grade Span Served: 6-8			Total No. of Students Served: 190		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
96	50	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction			At risk of failing one or more subjects or are behind by at least one year

### Program Activities (Specific services provided):

UNITY.COM provides a safe, educational, athletic, and fun atmosphere for students at Hunter Middle School (HMS), Knox Doss Middle School (KDMS) and Portland Middle School (PMS). UNITY.COM LEAPS schools run Monday through Thursday in the morning and afternoon until 6:00 p.m.

In the afternoon, students are fed a healthy snack and are free to socialize with their friends for a short period of time. They then go to a very quiet and structured environment to do homework. Homework time consists of completing assignments, studying for tests, and Study Island. Students are closely monitored by teachers and assistants in the computer lab and homework time. After homework time, students go to a different activity each day. The last part of the program students are allowed free time, where they typically socialize and play basketball. Students really enjoy the program, as it gives them a place to go where they can have fun, be active, safe, and get their homework done all in one place!

The Activities Class follows Homework Assistance. UNITY.COM changes activities every nine weeks. Each day there is something different to do in the area of education, the arts, or physical activities.

#### Reading/Language Arts –

In Language Arts, Study Island is providing our schools with the most practical and effective web-based learning programs available. The program is web-based, TN state standards-based, and research based. Of the purchases that have made in the last 6 years, there has been a tremendous response from the students that they like this program and are progressing in their academics.

Drama – Students read, memorize, and perform

Instruments – Students read notes and apply to their recorders, guitars, and steel drums.

#### Math/Science –

Edible Science – Measuring and conducting experiments that the students eat

Study Island Math

Computer Literacy – Video Class; Web-Site class; and Study Island is an online program, the students have full access to the computer every morning from 7:00 – 7:30 and again during Homework Assistance time each day.



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Tutoring/Mentoring - UNITY.COM hires regular school day teachers in the Homework Assistance part of the day. Teachers are the students tutor and mentor. We have also hired and trained high school assistants to be peer mentors.

Sports/Recreation – Hooked on Fishing, Team-Building, Ropes Course, Volleyball, Bowling, Rollerskating, Crafts, Orienteering, Golf, Frisbee Golf, and Soccer.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Comment from parent: “I am a parent that highly appreciates what each of you are doing from the director to the snack giver, just knowing someone other than a parent cares about your child is priceless.”

Many Sumner County families have expressed that having an afterschool program in their child’s school has been an answer to their call for help. Some have expressed that they did not know how to help their child with homework, especially in Math.

UNITY.COM’s structured Homework Assistance time requires the students to be more responsible. Each day they have to have their agendas filled out and signed by their teachers. Then they have to make sure they get the correct books to bring with them each afternoon. All of this is checked each day, holding the students accountable for what they need to do to become more academic efficient. Parents can look at agendas to see what they have had for homework. Parents are really getting involved and interested in what their child has done. Some parents have told us early on in the program that they had asked for an afterschool program at KDMS and are very thankful for LEAPs activities.

#### ***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***

Hunter Middle School

Knox Doss Middle School

Portland Middle School



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Tipton County Board of Education	
Grant Contact: Lisa Wiley Bradford	
Phone: ( 901 ) 476-5162	Email: lwiley@tipton-county.com

Grade Span Served: 6-12			Total No. of Students Served: 43		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
31	72	Qualify for free/reduced lunch	43	100	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
	N/A	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability		N/A	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
29	67	At risk of state custody due to family dysfunction	28	64	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>TCSS LEAP program provided the following services:</p> <p>Academic Enrichment in reading and math</p> <p>Mentoring services- Adult and peer tutors</p> <p>Recreational Activities - athletics and fitness activities</p> <p>Cultural Activities - arts &amp; crafts, speakers, &amp; field trips</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Students exhibited modified or improved behavior.</p> <p>Students exhibited improved social skills.</p> <p>Students were exposed to culturally enriching activities</p> <p>Students completed woodworking projects which promoted an increased sense of self esteem because they were able to build/create something with their own hands.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Unicoi County School System	
Grant Contact: Cathy Pate	
Phone: ( 423 ) 743-1600	Email: patec@unicoischools.com

Grade Span Served: 1-7			Total No. of Students Served: 145		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
125	86	Qualify for free/reduced lunch	0		Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
15	10	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0		Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0		At risk of state custody due to family dysfunction	15	10	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided):  
Tutorial and homework assistance is provided every day. All students receive reading instruction and have access to the Accelerated Reader Program. Plato Web Learning, an interactive tutorial software, was also utilized to reinforce and introduce new reading skills. Math instruction is based on student needs and strengths. All students have 1 guidance lesson per week that is provided by a school guidance counselor. We also offer 2 days of structured PE and 1 day of nutrition lessons. These lessons are taught by our school PE teacher. We have access to the school gym and outside playground for playtime. The computer lab is available each afternoon and the classrooms are all equipped with Smart Boards to use for whole group instruction.

Our 5<sup>th</sup> - 7<sup>th</sup> grade students are receiving music lessons on the recorder and movement through line dancing. The students also receive TCAP preparations through the use of Internet4Classrooms and Plato software. Our 4<sup>th</sup> grade class receives 20 min. spanish lessons each day that is taught by the classroom teacher.

Identify a few Accomplishments or Successes attributed to LEAPs activities:  
Several students have improved behavior due to Leaps and Bounds. Two of our 1<sup>st</sup> grade girls have improved in their self-confidence and this has reflected in their studies.  
In 3<sup>rd</sup> grade our children are succeeding in the reading program and meeting their goals for the Accelerated Reader program.  
Our 5<sup>th</sup> -7<sup>th</sup> grade students are succeeding in homework and class work. Achievement awards are being received by several of the students due to this program.

Our students have been able to take swimming lessons at the YMCA due to the partnership between Leaps and Bounds and our local YMCA.  
East Tenn. State University has sent several athletic programs over to demonstrate and work with our students due to a partnership with them.  
Classroom teachers and L&B teachers work together to help our L&B students succeed!

Grades 1 -4 meet at Love Chapel Elementary School in Erwin, TN 37650.  
Grades 5-7 meet at Unicoi County Middle School Mohawk Dr. Erwin, TN 37650.



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Van Buren County Schools/Spencer Elementary	
Grant Contact: Denise Whittenberg/Cordell Crawford	
Phone: ( 931 ) 946-2171 or 946-2242	Email: whittenbergd@k12tn.net or crawfordc@k12tn.net

Grade Span Served: K-6				Total No. of Students Served: 168	
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
138	82	Qualify for free/reduced lunch	n/a		Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
12	7	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	n/a		Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
16	9.5	At risk of state custody due to family dysfunction	69	41	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <ul style="list-style-type: none"> <li>&gt; Reading/Language Arts               <ol style="list-style-type: none"> <li>1. Riverdeep Software Reading/LA</li> <li>2. Plato Reading</li> <li>3. Starfall for Pre K and Kindergarten</li> <li>4. Computer Classroom Series</li> <li>5. Family Reading Nights and after school reading in the library</li> <li>6. Accelerated Reading</li> </ol> </li> <li>&gt; Math/Science               <ol style="list-style-type: none"> <li>1. Riverdeep Software Math</li> <li>2. AAA Math</li> <li>3. Plato Math</li> <li>4. Multiplication Tables</li> <li>5. Sheppard Software</li> </ol> </li> <li>&gt; Computer Literacy               <ol style="list-style-type: none"> <li>1. Students are learning computer skills while working on the software programs and Internet.</li> <li>2. The Riverdeep software has a writing component that allows students to practice keyboarding skills.</li> <li>3. Students are learning how to print their certificates when completed.</li> </ol> </li> <li>&gt; Tutoring/Mentoring               <ol style="list-style-type: none"> <li>1. After School Homework Lab</li> <li>2. After School Reading – Parents and Grandparents may come into the school and read to their children.</li> </ol> </li> <li>&gt; Sports/Recreation               <ol style="list-style-type: none"> <li>3. Exercise classes daily</li> <li>4. Students are allowed to play on the playground when weather permits</li> <li>5. Students are given a snack and milk at 4:00 p.m. daily</li> </ol> </li> </ul> <p>Students are provided an opportunity to participate in arts and crafts activities and display their work.</p>
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## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Students enjoy coming and participating in the programs activities. Parents have an alternative choice for their children after school if they must work late instead of having to rely on expensive daycare after school. Parents express their thanks for the benefits of extra practice on homework or skills that they may not be able to help their children with at home. This way the homework can be done at school and the parents can spend quality time with their children at home without having to do school work. Parents are more aware of school activities due to interaction with teachers when picking up their children.

The teachers who conduct the after school program collaborate with the regular classroom teachers on skills that students need more practice in. Teachers have expressed to the teachers who are conducting the after school classes that students who are attending are showing improvement on targeted skills.

The Star Reading Growth Report was used to measure gains in reading of the students who participate in the after school LEAPs program. Gains in reading were made in each grade level. The following table shows the academic gain achieved by grade level.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Pretest Mean	1.0	2.5	3.1	5.2	6.0	7.5
Posttest Mean	1.3	3.3	4.0	5.9	6.4	8.4
Change .3	.8	.9	.7	.4	.9	

Report Cards of students have been monitored for gains in math and reading. All students have increased by at least 2 points.

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Tennessee Opportunity Programs	
Grant Contact: Jessica Castaneda	
Phone: ( 931 ) 668-4139	Email: migranted@blomand.net

Grade Span Served: K-8			Total No. of Students Served: 236		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
236	100	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	236	100	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>1. Tutoring and Grade Level Subject Instruction: Every day our students receive personal tutoring and assistance with their homework assignments in the morning and/or in the afternoon. They are also taught grade levels skills in Math, Science, Language Arts, and Reading. They receive all tutoring and instruction through a classroom teacher and supervised volunteer tutors who come from high school academic achievement clubs such as, National Honor Society, Beta Club, and Interact. These volunteers work under the direction of the classroom teacher to help provide one on one assistance to the students. This enables the teacher to be better able to meet the needs of the students. Most of our participants are learning English as their second language. Many of our students do not read at grade level which makes it difficult for them to complete assignments and understand the language used in their textbooks. Our program is designed to help our students increase their abilities in reading and other grade level subjects. In the morning we have a homework session where student's homework is checked for completion.</p> <p>2. Hands on Art activities are offered to encourage creativity, imagination, hand eye coordination, and self-confidence. Some of the many activities that students have participated include painting murals, planning, preparing, and participating in a school landscape beautification project; creating sculptures out of a variety of materials such as paper, clay, foam clay, and metal; designing and making "stained glass" window displays, going on nature walks and then using leaves and other natural materials to create pictures, yarn art, weaving, decorating cookies and cakes for families with many different kinds of edible objects, constructing different kinds of puppets (sock, paper bag, and finger puppets) to be used to tell stories, act out books, and put on impromptu plays. Each student was encouraged to participate in the monthly Art Contest. Each month a theme was chosen and the children entered a piece of art for the chance to win the Grand Prize. Each participant also got a small prize as well.</p> <p>3. Reading Contests were held each month to excite the students to read, draw, and create. A month long theme was chosen to coordinate with the Art Contest, ex. Who's Your Superhero?, and the students worked with their teachers to keep track of the number of hours they read during the month. The teacher would read books to go along with the theme. There was also a weekly Reading Corner where a teacher would come in with books and puppets relating to the contest and other themes. This teacher would read the books with the children, discuss them, and then follow this discussion with book related activities and games such as Make-Your-Own-Ending, Create-Your-Own-Story, Hangman, Word Search, puzzles, and art projects where the students would illustrate what they would have done if they were in the characters place, or what other adventures the character might have. The activity depended on the grade level with the older students drawing and writing text to go along with their drawing and the younger student drawing and verbalizing their story. For the Reading Contest at the end of the month each child worked with their teacher to tally the time, enter it on a spreadsheet and turn it in to the Reading Corner teacher. Each student recieved a prize for participation in the contest and a single Grand Prize winner was chosen (the student who had read the most) with their prize being slightly</p>
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## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

larger than the rest.

4. Sports and Game Days were held which taught the kids to learn and follow rules, play fair, and behave in a sportsmanlike manner. Some of the activities included: Solve the Mystery Scavenger Hunts, dodgeball tournaments, kickball games, basketball, soccer, baseball, bocce ball, nature walks, volleyball, miniature golf tournaments, relay races (carry the candy with chopsticks, fill the bucket with a spoon, balloon racing, etc) many kinds of team and individual tag. An emphasis was made to teach games that could be played with limited equipment anywhere so the students could do these games at home with their younger siblings and friends.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

A definite improvement in the number of homework assignments completed and the quality of the work done by LEAPs participants has been noted by both teachers and parents. Teachers and parents were surveyed and asked to provide input on any changes they had noted in their student/child since they began attending the program. The survey results showed many of our students who were once failing or weren't completing any work were completing all of their homework, doing it correctly, and understanding the concepts included in their lessons. The surveys showed an improvement in 90% or more of the students who attended the program.

The number of students reading, and their desire to read has increased since the introduction of the Reading and Art contests and the Reading Corner. Many of our ELL students have not wanted to read due to limited English comprehension since the majority of our students do not speak English in the home. The introduction of the Reading Corner has helped change this as an emphasis has been put on the variety of books available and the variety of fun activities that can go along with reading. The combination of reading and fun activities has fostered a love of books in the students. They grow excited for "story time" and want to use their favorite words and ideas from the stories in the activities that follow the reading of each book. As they increase the amount of time they spend reading they are becoming more familiar with words, phrases, and are improving their ability to understand themes, plots, and literary concepts as well as increasing their vocabulary and ability to sound out words and deduct meanings according to context clues. This increased confidence in reading and ability to read also helps them in their daily classwork. On one of the surveys a teacher noted that her students now ask to be able to read after they finish their homework so they can participate in the contest and have a better chance of winning the Grand Prize. She noted that a few students that would have previously tried to avoid having to read were now some of her best readers.

It has also been observed by the teachers that many students' self-confidence and creativity have improved during the series of Art projects and activities that have been done. The students are now familiar with many materials and ideas that some had not been introduced to at home or comfortable with before we started working with them. This growth in their own creativity and abilities has translated into an increased confidence in their academic work as well.

Due to participating in sports activities many students have grown more self-assured in their abilities in this area as well. Some students who would before say, "I can't do that. I don't want to play," have now become leaders during games, asking to play their favorites, and encouraging others who are unsure of their own abilities that they can play and do well. These same students have also become leaders in academics. They complete their homework quickly and then go on to help tutor younger students.

LEAPs can also be seen as successful because when a snow day comes or school gets let out early, our students are disappointed and ask if they can stay anyway. They don't want to go home and miss out on LEAPs.

Site locations

Bobby Rhea Elementary

Warren County Middle School

Hickory Creek Elementary

Dibrell Elementary

West Elementary

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Boys to Men	
Grant Contact: Sherry Marion	
Phone: ( 423 ) 610-1242	Email: smarion541@yahoo.com

Grade Span Served: 2-5thgr.			Total No. of Students Served: 130		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
117	90	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
104	80	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
84.5	65	At risk of state custody due to family dysfunction	123.5	95	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>FAST Program (Fairmont Afterschool Thing) provided services for 130 students on a regular 5 day week basis and a 4 week summer program. Our span of services included one on one mentoring, strong role models for staff who display consistent love and care to each student in a personal way. We also provided a great variety of experiences for the students from exploring dance, to learning to play a guitar, from cake decorating to ice skating. Math, Science Language Arts were reinforced through one on one tutoring and homework help. Additional help and resources were provided to assist students in need of extra help for state testing. Math Lab was available for students to come on Saturdays to work on their math skills in creative and fun ways. Geography Club, Music/Recorder Clubs were also provided for students. Life skills, personal fitness and nutrition were taught and modeled. Nutritious snacks were daily provided. A strong relationship was established between Boys to Men and Fairmont Faculty through communication and joint events. Many field trips to ice skating, the zoo and the Aquarium were some of the highlights for the students. Our summer program "Survivor Australia" was a huge success as we discovered Australia through multi-sensory activities and experiences.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Many students experienced success in academics as well as socially. A large percentage of students' grades greatly improved as they were more motivated to attend school because of the FAST Program. Personal relationships that were established encouraged them personally and academically. Consistent, caring and loving staff who took a genuine interest in them breathed new hope and life into their hearts and spirits. The students improved in their peer relationships as they experienced teamwork, competition and joint projects that helped them strengthen their conflict resolution and communication skills.</p> <p>State tests show a vast improvement in achievement as well as Fairmont receiving excellent scores on their State Report Card. The Guidance Counselor contributes much of their success to the FAST Program.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Johnson City Schools - FRC	
Grant Contact: Terry R. Jones or Dr. Robbie Anderson	
Phone: ( 423 ) 434-5200	Email: jc21ccle@yahoo.com

Grade Span Served: K through 12 <sup>th</sup> grade			Total No. of Students Served: 73		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
73	100%	Qualify for free/reduced lunch	0		Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
31	42%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0		Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
60	84%	At risk of state custody due to family dysfunction	60	84%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>The LEAP funding helps to augment our current 21<sup>st</sup> Century Learning Center Grant. All sites are located within public housing. The following are typical program activities:</p> <ol style="list-style-type: none"> <li>1. Literacy materials for T.O.T. Program (books for families to keep)</li> <li>2. Extra Snacks for Program</li> <li>3. Staff for Homework Clubs</li> <li>4. Activities for Nutrition Education/Fight obesity (cooking classes, team sports)</li> <li>5. Arts Corp Program (each site received an art teacher for nine weeks;some subjects were Korean papermaking and sculpture)</li> <li>6. Free school supplies</li> <li>7. Parent Education Classes</li> </ol>								
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>Mountain View Elementary and Woodland Elementary reported a 95% attendance rate for 90% of their students enrolled in our program.</p> <p>Improved school communication between our Hispanic families and their child's homeroom teacher. This was indicated by teacher surveys.</p> <p>Many families reported that their child had improved attitudes toward school in general.</p>								
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p> <table> <tr> <th><u>Site Location</u></th> <th><u>Feeder Schools</u></th> </tr> <tr> <td>Keystone Recreation Center</td> <td>Mountain View Elementary School and Science Hill High School</td> </tr> <tr> <td>Carver Safety Center</td> <td>Woodland and North Side Elementary Schools</td> </tr> <tr> <td>Memorial Park Residents' Center</td> <td>Mountain View Elementary and Indian Trail Middle School</td> </tr> </table>	<u>Site Location</u>	<u>Feeder Schools</u>	Keystone Recreation Center	Mountain View Elementary School and Science Hill High School	Carver Safety Center	Woodland and North Side Elementary Schools	Memorial Park Residents' Center	Mountain View Elementary and Indian Trail Middle School
<u>Site Location</u>	<u>Feeder Schools</u>							
Keystone Recreation Center	Mountain View Elementary School and Science Hill High School							
Carver Safety Center	Woodland and North Side Elementary Schools							
Memorial Park Residents' Center	Mountain View Elementary and Indian Trail Middle School							



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Grantee Agency (name of fiscal agent): Johnson City Public Schools – Science Hill High School	
Grant Contact: Kathy Nichols	
Phone: ( 423 ) 791-1526 or 423-928-0380 X1118	Email: nicholsk@jcschools.org

Grade Span Served: 7-12			Total No. of Students Served: 167		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
107	64	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	112	67%	At risk of failing one or more subjects or are behind by at least one year

#### Program Activities (Specific services provided):

Academics and Tutoring -- A certified teacher assists and tutors students specifically in math and oversees credit recovery. Three peer tutors support the teacher in the homework and computer room assisting students with their homework, studying for tests, and completing special projects. Homework assistance and tutoring is mandatory from 2:45 to 4:00 p.m. daily, and available daily until 6:00 p.m. In addition, another certified teacher assists in tutoring and teaches photography. We also have an average of 12 volunteer students from ETSU each semester that provide mentoring and tutoring to our students.

Photography -- Students learn the basic techniques of photography. These techniques incorporate the mathematical concepts of fractions, decimals, and integers along with the scientific concepts of light reflection and the scientific method.

Youth Leadership -- activities build skills relevant to young people's personal development, as well as their role within a group. On a personal level, youth who participate in these experiences gain insight into themselves. This helps them analyze their strengths and weaknesses and set personal and vocational goals. On a group level, youth develop the ability to work with others to create a shared vision and to draw on the talents, skills, and energy of others.

Performing Arts -- These programs help students develop self-confidence and creativity as they increase their public speaking and performing skills, creative writing, keyboarding, creative art design, and set design abilities. These activities develop a combination of math skills, teamwork and cultural diversity

Community Service and Service Learning -- Every week students are offered the opportunity to gain valuable life lessons, civic skills and responsibility, and how to strengthen community relationships through participation in service related activities.

Woodworking -- Students are instructed in safety procedures, understanding properties of finishing agents, mechanics and proper use of tools, and how to measure and cut projects. They read instructions for each project, transfer measurements and angles to wood, then assemble and finish projects using thinking and reasoning skills.



## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Sports and Recreation -- Sports and Recreation is a very important component of the LEAPS Livewire program. These activities are healthy alternatives to alcohol and drugs, and builds self-confidence. Not only does physical activity keep students healthy and in shape, it teaches them discipline, teamwork, and conflict resolution.

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Academics and Tutoring -- We are proud that four of our students completed credit recovery and 54% of our students improved grades in one or more set of courses

Photography --The photography group completed phase one of the Veteran's Project by entering five detailed veteran interviews into the Library of Congress. Students interviewed, photographed, and videotaped several local veterans. This project allowed students to experience history through the eyes and hearts of another generation, and utilize their photography skills.

Youth Leadership -- For their first Leadership project, the students entered the MADD/Nationwide Insurance national video contest, with the theme Party Safe, Party Sober. Students in Photography and Media, and Theatre, created, and produced a two-minute video commercial, increasing their computer literacy and technology skills by challenging them with video and photo editing, and creation of a DVD format.

We are so very proud to announce that they won the national first place award! Their commercial was seen on local TV stations, and Johnson City's newspaper publications as well as the LEAPS Livewire Newsletter interviewed them. The video and press release can be seen on the MADD website.

Landscaping and Gardening -- The gardening group has become actively involved with their neighborhoods by maintaining one of three community gardens in Johnson City. Produce from this project and the LEAPS Livewire gardening are donated to the Second Harvest Food Bank.

Sports and Recreation -- On the Appalachian Creeper Trail, the students rode mountain bikes, or hiked, over 17 miles on this portion of the Appalachian Trail while photographing wild life to add to their field guide.

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Johnson City Schools – Even Start/21 <sup>st</sup> CCLC	
Grant Contact: Kathy Osborn	
Phone: ( 423 ) 232-4634	Email: osbornk@charter.net

Grade Span Served: K-12			Total No. of Students Served: 78		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
63	80.7	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
1	.01	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
1	.01	At risk of state custody due to family dysfunction			At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>~ Designed as an extension and enrichment to the afterschool services provided by the 21<sup>st</sup> CCLC at Keystone Recreation Center, Even Start provides the following LEAP services:</p> <ul style="list-style-type: none"><li>- Individualized home visits with delivery of appropriate extension, enrichment, and/or remedial activities, books, and educational materials to children in grades K-12. Each child receives a personal homework kit for home use.</li><li>- Individualized English translation services to Spanish-speaking children and families.</li><li>- Referrals to needed services for all children in grades K-12.</li><li>- TOT Book (Thinking Outside the Book) curriculum taught and provided to parents of K-12 children to complete in the home and at our Family Education Center with follow-up evaluation. This curriculum is designed and created by the Even Start staff and includes a bi-monthly packet of activities encompassing all areas of development for children in preschool and grades K-5 with some extension activities for children in grades 6-12. All books and materials are provided with the packets and Even Start home visitors provide each family with support to complete the activities and evaluation of the program.</li><li>- Teen parents at Science Hill High School are served with afterschool individualized home visits provided by the Family and Consumer Sciences teacher through contracted services with our LEAP grant.</li><li>- Individualized afterschool homework support is offered at our collaborative Even Start/ FRC Family Education Center at Keystone Community Center. Materials, supplies, books, computers, and tutoring are available to children accompanied by their parent(s).</li><li>- Coordination and communication between regular-day teachers and afterschool home visitors is provided by Even Start staff in order to plan and implement an individualized beneficial afterschool curriculum for each child. The Even Start staff visits each teacher and provides a welcome packet and explains LEAP program services and needs.</li><li>- Gas vouchers are provided to families to encourage and assist them with participation in school events and activities.</li><li>- Bi-monthly evening family literacy events are offered to each LEAP family. Books, materials, and educational information are provided during these events.</li><li>- The Even Start staff encourages and helps each LEAP child to participate in the Johnson City Public Library Summer Reading Program.</li></ul>
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## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

- Jaime H. was promoted to third grade after a successful year of support and individualized services from our home visitor. He and his family had limited English proficiency at the beginning of the year and faced frustration with school communication until our home visitor/ translator assisted and supported the family through regular calls and visits to his teacher and afterschool sessions during which classroom and homework needs were discussed.
- Maria C. came to the U.S. from Africa three years ago and just completed first grade. She received an award for having read the greatest number of AR books in her grade. She has been active in LEAP services for two years during which she enjoyed completing her homework board and learning other organizational skills. Through encouragement from Even Start, her mother has begun to volunteer in her classroom and has learned a great number of strategies to help her children with their homework.
- Brianna R. completed second grade this year with the support of her home visitor. Her teacher considered retention due to incomplete work and lack of focus but through many home visitor/teacher/parent phone calls and discussions, referrals, and home visit homework help, Brianna stayed on track and successfully completed her year. She is presently on grade level in third grade.
- During graduation at Science Hill H.S. in May 2007, three of our seven LEAP students were honored on Senior Awards Night and four of the seven were already accepted and enrolled in college classes. All four of our teen parents scheduled for graduation completed this goal and two of them have completed their first semester of college at ETSU. Through LEAP funding, we were able to support and assist these young people with meeting their high school educational goals and through Even Start funding, we continue to assist them with their educational and parenting skills.

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Wayne Count Board of Education	
Grant Contact: Terry Wayne Hampton	
Phone: ( 722 ) 3548	Email: hamptont1@k12tn.net

Grade Span Served: 5 <sup>th</sup> through 8 <sup>th</sup> grade			Total No. of Students Served: 150		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
150	100%	Qualify for free/reduced lunch	95	63%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
20	13%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0%	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
2	.05%	At risk of state custody due to family dysfunction	95	63%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <ol style="list-style-type: none"> <li>1) Enrichment activities (Kid's Camp, Art, Music, Theatre/Drama, Robotics, Forensic Science, Scrapbooking)</li> <li>2) Academic improvement/remediation programs (Reading and Mathematics) are implemented that specifically target students whose academic performance has been deemed to be in need of improvement (below proficient on the TerraNova Test and other assessments instruments).</li> <li>3) Tutoring and homework assistance for students to complete their homework with certified teachers as tutors/mentors.</li> <li>4) Recreational activities that are designed for student interaction, develop cooperative learning, enhance physical skills, and learn specific fun activities.</li> <li>5) Drug and violence prevention, counseling, and character-education programs are implemented and designed to prevent (encouraging) youths from engaging in high-risk behaviors.</li> <li>6) Family engagement activities that specifically target adult family members of youths participating in the LEAP's after-school program are designed to more actively engage parents in supporting the educational attainment and well-being of their children. (Family Literacy Programs, Even Start, and Community Service Support).</li> <li>7) LEAP's Advisory Council has been established for stakeholders to participate in the planning and implementation of the LEAP's initiative.</li> </ol>
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## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

Wayne County Schools has three schools participating in the LEAP's after-school/summer program. Waynesboro Middle School, Collinwood Middle School, and Frank Hughes School. All of those schools have made AYP for the last three years due in part to the LEAP's after-school program. During the school year teachers/tutors/mentors send "Success Stories" to the Director of the LEAP's initiative. These stories express the successfulness of the LEAP's implementation. Students have made significant academic, physical, and emotional improvements while participating in the after-school program. The out-of-school experiences have been extremely beneficial to the students. Students have the opportunity to participate in the Wayne County Technology Center classes. Wayne County's LEAP's initiative involves collaboration with the Wayne County Technology Center to provide opportunities for students to participate in career oriented courses during after-school and summer session. The students participate in an eighth grade career summit that is held in collaboration with the Wayne County Technology Center and Columbia State Community College - Clifton Site. The focus is on "Careers." Students are introduced to different careers by professionals in the career fields.

#### ***MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS***

Waynesboro Middle School  
Collinwood Middle School  
Frank Hughes School  
Wayne County Technology Center



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Martin Housing Authority	
Grant Contact: Tiffany Latta	
Phone: ( 731 ) 587-3186	Email: tiffany@martinhousing.org

Grade Span Served: K-8th			Total No. of Students Served: 37		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
37	100	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
2	5	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
9	24	At risk of state custody due to family dysfunction	10	27	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>To address required components of LEAP, Martin Housing Authority (MHA) began during this last quarter with implementing a new literacy component to supplement ongoing homework support. This project specifically addresses the reading component as identified by LEAP. The project titled "Guest Reader" has brought local Community Leaders into the After-School Program to read children's books to the students. The guests have included the Editor of the local newspaper, Chief of Police, and of MHA's administrative staff.</p> <p>LEAP also identified recreation as a required component, so MHA chose to emphasize the arts this quarter. The children were given the opportunity to attend a photo exhibition at the local college. They and their parents were given a tour of the campus library while observing the exhibit. Students were highlighted at the event by sharing poetry and readings with the audience and college professor's. In continuing with the arts theme, music appreciation was emphasized. One of the local college student volunteers brought in his guitar and offered a short instructional time as well as shared several songs.</p> <p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>The "Guest Reader" program, which was implemented as a direct result of LEAP's required activites,has stressed the importance of reading and provided opportunities for children to read aloud. The reading program had a strong and positive influence on two events in which the children were asked to share poetry in a public setting before a group of observers. This experience served to build confidence in the children as they demonstrated their literacy skills. This also served as a motivation to the parents to encourage their child to read as well as read aloud to their child themselves. The parents were witness to the children's growth and increase in self-confidence through reading.</p> <p>One of the children who attends that the After-School Program encouraged her grandmother to enroll in GED classes. As a result of the LEAP's reading activities the child found the importance of reading. The grandmother is now participating in an adult literacy program to prepare for the GED exam.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Franklin Special School District	
Grant Contact: Sandy Hime	
Phone: ( 615 ) 790-4719	Email: himesan@fssd.org

Grade Span Served: Kg - 8th			Total No. of Students Served: 120		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
118	98	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
1	1	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction	1	1	At risk of failing one or more subjects or are behind by at least one year

Program Activities (Specific services provided): Early academic intervention for kindergartners and first graders Counseling for students by school counselors and school psychologists Programming and staffing to accommodate special needs students Entrepreneurial education through Junior Achievement Weekly Science programs by the MAD Scientist Tutoring with certified teachers in the areas of math, science and reading Daily homework help Nutrition Education with daily healthy snacks Recreational activities Sports activities Character Education through service learning, digital photos and rewards for good behavior, and staff training in the Framework for Understanding Poverty Taekwondo classes Abrakoodle Art Computer Classes Accelerated Reading Program Big Brothers / Big Sisters Cub Scouts Partnering with Feed America First to receive free baked goods weekly and a Thanksgiving Basket Partnering with the Health Department for programs Partnering with the Williamson County Sheriff's Department
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## Lottery for Education: Afterschool Programs (LEAPs)

### Grantee Profile

Identify a few Accomplishments or Successes attributed to LEAPs activities:

The LEAPS Afterschool Program has truly provided an equal playing field for the 120 students served. The one-on-one attention the grant students receive has really helped. We have many examples of children who were reading below grade level who now read at or above grade level. Almost all of the students involved with the LEAPS grant have improved a letter grade in at least one subject. Mentoring can be found in every aspect of our program. Positive role models are what most of the students need. Many are from single parent households and do not have positive male role models. Many students do not like to read aloud in class due to their deficiencies but in the afterschool program they have many opportunities to read aloud in a more comfortable and private setting. In the afterschool computer classes, the students are taught to use computer games to learn from, not just for fun. All of the students have parents who work. The homework help or one-on-one time is just not available at home. The afterschool program provides a safe and caring place for the students. In our school district, the LEAPS program is run within an already existing afterschool program. Many of the LEAPS students have always wanted to attend but were not able to because of the cost. Now they are able to feel like a normal child and do what everyone else gets to do. Being in Cub Scouts, taking an art class or a taekwondo class, being tutored and other such activities are not options. The students who are a part of the free/reduced school lunch program are the ones who qualify for LEAPS. They need the healthy snacks. Most of all, they need to feel the same as everyone else! LEAPS makes this possible.

A number of the older students are made to stay in the afterschool program because of the need for supervision in the afterschool hours. Most are glad they stay when they get involved in the activities. Many parents have come to the staff and told them what a difference the program has made. One particular child would never get his homework. His mother was at a loss as to what to do. He had not even passed a spelling test. When he enrolled in the LEAPS program, all of this changed. With a network of communication between the classroom teachers, the mother and the program tutors and staff, the boy didn't stand a chance! He got his homework and was tutored until he became successful. He now passes all his tests and even gets the bonus words! As I see it, the LEAPS program is not just a band-aid, but a real cure!

The Franklin Special School District is a multi-site project that serves the following school sites:

Johnson Elementary School  
Freedom Intermediate/Middle Schools  
Moore Elementary School  
Poplar Grove Elementary/Middle Schools

**MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS**



# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Lebanon Special School District - School Age Chile Care	
Grant Contact: Mrs. Connie Gray, Grant Coordinator	
Phone: ( 615 ) 449-7422	Email: grayc4@k12tn.net

Grade Span Served: Pre-K - Fourth Grade			Total No. of Students Served: 97		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
14	15%	Qualify for free/reduced lunch	0	0	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
2	2%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
1	1%	At risk of state custody due to family dysfunction	80	82%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <ol style="list-style-type: none"> <li>1. Daily Tutoring from Certified Teachers in core subject areas that students showed lowest scores in. Separate Tutor hired who offered homework assistance (Monday - Thursday)</li> <li>2. Mini Physical/Educational Camps that lasted a month in duration and corelated with daily curriculum Examples Include: Cookies &amp; Computer Camp, Back-in-the-Day History Camp, Basketball Camp, American Bandstand Dance Camp, Art for Animals and Swimming Lessons (Monday - Thursday)</li> <li>3. Creative Curriculum Caregivers hired to offer additional curriculum activities to the children and serve as mentors to those needing just a little more love and support during and afterschool (Monday - Friday)</li> <li>4. Family Night Events at the conclusion of each camp (These took place on Friday nights and always showcased the students work/accomplishments due to camp participation.</li> </ol> <p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>One major accomplishment of Project LUCAS would be the excitement of the students involved and their daily attendance at school because they didn't want to miss any aspect of the grant.</p> <p>Massive Family Night events with attendance as high as 287 parents/children present. American Bandstand showcased the students dancing abilities as well as the teachers. The relationships established among the school system and the parents will reap future benefits for all involved.</p> <p><i>Art for Animals</i> resulted with our parents adopting animals from our local shelter and the donation of needed supplies. <i>Computer Camp</i> allowed the children who do not have computers at home, to advance their knowledge of technology and share with their parents at the family night their new skills. One of our kindergarten students entered a swim meet and took first place in his heat during our <i>Swim Camp</i>.</p> <p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>
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# Lottery for Education: Afterschool Programs (LEAPs)

## Grantee Profile

Grantee Agency (name of fiscal agent): Lebanon Special School District – Walter J Baird	
Grant Contact: Jeanne Ray	
Phone: ( 615 ) 449-6060 ext. 23	Email: rayj6@k12tn.net

Grade Span Served: 7-8				Total No. of Students Served: 79	
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
		Qualify for free/reduced lunch	79	100	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
		At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	79	100	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
		At risk of state custody due to family dysfunction			At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>After school activities designed to bolster academic success through hands-on learning experiences were provided through job shadowing, CSI activities, Junk Box Wars, project-based instruction that included language arts, math, science and social studies, physical education and technology content material. Students were engaged in rigorous coursework and tutoring opportunities. Additional field trip experiences allowed students during intersession days to learn new material and build background knowlegde through visits including the the Cumberland Science Museum, WonderWorks Museum, Mammoth Cave, and others.</p>
<p>Identify a few Accomplishments or Successes attributed to LEAPs activities:</p> <p>This State-funded LEAP grant is designed to increase the likelihood of our 7th and 8th grade students earning and maintaining college scholarships in future years. "LEAP has given me a chance to be involved, an opportunity to do things I have never done, to participate in a totally different hands-on and inside look at learning new things," 7th grade LEAP student. "Before LEAP, I didn't do anything extra at school. Since LEAP started, I want to spend all my time at school and I get upset when we don't meet. What we do is cool and exciting. I can remember stuff better when I learn it at LEAP. I also learned cool stuff like how to exercise, what happens in real-world jobs, I got to participate in a fire training obstacle course, and met people at school I wouldn't even have known went there," 8th grade LEAP students.</p> <p>LEAP student's TVAAS gains in the target area of math surpassed the grade level, and state gains for 2007.</p>
<p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>



Lottery for Education: Afterschool Programs (LEAPs)  
TEST PREPARATION PILOT PROJECT Grantee Profile

Grantee Agency (name of fiscal agent): Cannon County REACH Afterschool Programs	
Grant Contact: Angela D. King	
Phone: ( 615 ) 563-5518	Email: reachofcc@yahoo.com

Grade Span Served: 7-9			Total No. of Students Served: 23		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
23	100	Qualify for free/reduced lunch			Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
23	100	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
3	13	At risk of state custody due to family dysfunction	11	50	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>The program has shown a growing desire for students to learn about nontraditional subjects and to do research. The students like to have a part in the themes and seeing how subjects can be fun and learning can take place at the same time. The success stories have been grade improvement and students participating in service learning while researching how the particular subject will bring the two areas together. Such as the students did a fundraiser for a little girl with a rare blood disorder. They had to research (READING) on the computer and in the library about the subject, write papers (WRITING) about what they found and conducted science experiments (SCIENCE) based on how various items mixed together to show a change.</p>
<p>Identify a few Accomplishments or Successes attributed to Test Prep activities:</p> <ul style="list-style-type: none"><li>*The students have been challenged in nontraditional subjects.</li><li>*The students attendance and grades have improved.</li><li>*The students have been taught the linkage between the subjects: Math, Reading, Science, and Writing</li><li>*The students have a positive outlet in the afternoon instead of negative behavior.</li><li>*The Act skills have been incorporated into their daily school work.</li></ul> <p>2 sites: Woodbury Grammar and Woodland Elementary</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



## Lottery for Education: Afterschool Programs (LEAPs) TEST PREPARATION PILOT PROJECT Grantee Profile

Grantee Agency (name of fiscal agent): Catholic Charities Of Tennessee, Inc., Refugee Youth Program	
Grant Contact: Holly Johnson	
Phone: ( 615 ) 259-3567	Email: hjohnson@cctenn.org

Grade Span Served: 7-9			Total No. of Students Served: 29		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
29	100	Qualify for free/reduced lunch	27	93	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
0	0	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	29	100	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>Catholic Charities is currently serving 29 refugee children in our Test Prep Pilot Project. Because the children we serve have had their education interrupted due to war, forced migration, and life in a refugee camp, we focus on academic fundamentals in our program. We teach the students and parents what standardized tests look like and how they are used. We host workshops on organizational and study skills. Our students have a particularly difficult time on the science portion of the pre- and post-test, especially when it comes to charts and graphs. We chart everything in our program, from the number of snacks served to the weather. Students participate in reading and journaling activities daily. We use hands-on, project based methods to teach math fundamentals.</p>
<p>Identify a few Accomplishments or Successes attributed to Test Prep activities:</p> <p>Participants have been very excited about the Test Prep program. They have told other program staff that they feel like they are learning a lot. We have started a lending library, and our middle school participants love it. Two of our participants have told staff that they have started reading the books to their younger siblings every night. Parents have been given math flashcards and have been instructed on how to use them with their children. On a recent home visit, one staff member found that not only the Test Prep participant, but all of their siblings have been practicing with the flashcards. Two of our former participants took the ACT this year, scoring high enough to qualify for the Hope scholarship. Our former participants have also passed the Gateway exams they have taken this year. Considering these students did not know how to read or write in any language when they arrived in the U.S. three years ago, we are extraordinarily proud.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>



## Lottery for Education: Afterschool Programs (*LEAPs*) TEST PREPARATION PILOT PROJECT Grantee Profile

Grantee Agency (name of fiscal agent): Kingsport City Schools / John Sevier Middle School	
Grant Contact: Ginger Keller-Ferguson	
Phone: ( 423 ) 378-4056	Email: gkeller-ferguson@k12k.com

Grade Span Served: 7 and 8			Total No. of Students Served: 15 (max 45)		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
11	73%	Qualify for free/reduced lunch	0	0%	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
3	20%	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0%	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
3	20%	At risk of state custody due to family dysfunction	9	60%	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided): Services are provided from 2:35-5:35 Monday - Friday on days that Kingsport City Schools are in session.</p> <p>The services offered include the following:</p> <ul style="list-style-type: none"> <li>• Tutorials and enrichment in math, science, and English/reading/writing:</li> <li>• Instruction in test-taking skills and strategies</li> <li>• Homework assistance</li> <li>• Instruction in study skills and other "school survival" skills</li> <li>• Nutritious snack</li> <li>• Limited after-program transportation</li> </ul> <p>A variety of instructional methods including those that integrate technology and those that use "thinking" games are used to meet individual students' needs and encourage motivation.</p> <p>Identify a few Accomplishments or Successes attributed to Test Prep activities:</p> <p>1. Grade improvement for group in all academic subjects--see table below.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th>Subject</th> <th>GPA 3 Prior Periods</th> <th>GPA While in REACH!</th> </tr> <tr> <td>Language Arts</td> <td>1.73</td> <td>2.60</td> </tr> <tr> <td>Math</td> <td>0.73</td> <td>1.20</td> </tr> <tr> <td>Science</td> <td>1.73</td> <td>2.20</td> </tr> </table> <p>2. X is an 8th grader who has always struggled. In the second half of 6th grade his best grade was a C, and out of 12 possible grades, 9 were Fs. In the first five grading periods of 7th grade, his grades in the four main subjects were 2 Cs, 9 Ds, and 9 Fs. Then he joined REACH! In the last grading period of 7th grade, he got his first middle school B ever plus two Cs! In 8th grade, X began the year without REACH! After 10 weeks he realized he still needed help and joined again. In the 3rd grading period, he earned his first middle school academic A, his second B, and passed all his classes! His teachers say he is more polite, and he's feeling good about a better relationship with them. REACH! helped him make progress that everyone notices.</p> <p><b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b></p>		Subject	GPA 3 Prior Periods	GPA While in REACH!	Language Arts	1.73	2.60	Math	0.73	1.20	Science	1.73	2.20
Subject	GPA 3 Prior Periods	GPA While in REACH!											
Language Arts	1.73	2.60											
Math	0.73	1.20											
Science	1.73	2.20											



## Lottery for Education: Afterschool Programs (LEAPs) TEST PREPARATION PILOT PROJECT Grantee Profile

Grantee Agency (name of fiscal agent): Memphis City Schools- Kingsbury Middle School	
Grant Contact: Brenda Jones, Coordinator, Office of School Age Child Care	
Phone: ( 901 ) 416-4709	Email: jonesbrebda@mcsk12.net

Grade Span Served: 6-9			Total No. of Students Served: 43		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
43	100	Qualify for free/reduced lunch	15	34	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
37	86	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability			Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
-		At risk of state custody due to family dysfunction	5	11	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided): Test prep staff meets with the teachers weekly to identify which state performance indicators the students have not mastered, the assignments that are missing and the students conduct.</p> <p>The staff works with the students at tutoring and they send the parents a list of activities that they can help the students with at home. Thus, causing the student to get the reinforcement they need from three place school, tutoring and home. The hope is to create an open line of communication between the teacher, tutors and parents.</p> <p>Students have a set schedule where they participate in an hour each day of Math, Language Arts &amp; Reading, and College Prep/Study skills.</p> <p>During this quarter students have been working on first semester state performance indicators and content area information where they are having difficulties as represented on the Renaissance test and informal test.</p>
<p>Identify a few Accomplishments or Successes attributed to Test Prep activities: The LEAP after school tutoring program has been very beneficial to Kingsbury Middle school in several ways.</p> <p>Educationally, students are making higher grades and they are starting to take responsibility for their own education.</p> <p>Socially, the students have created friendships that go beyond the school hours. Behaviorally, students are showing less behavior issues because they enjoy being able to participate in the college prep program and good behavior is expected of the participants.</p> <p>The program has had a positive effect on parents because they see the academic progress that their students are making because they are on the honor roll and they are making the top scores on the district's Renaissance test.</p>



## Lottery for Education: Afterschool Programs (LEAPs) TEST PREPARATION PILOT PROJECT Grantee Profile

Grantee Agency (name of fiscal agent): University of Tennessee Extension-Tipton County BLAST	
Grant Contact: Tim Hicks	
Phone: ( 901 ) 476-0231	Email: thicks2@utk.edu

Grade Span Served: 7-9			Total No. of Students Served: 44		
At-Risk Students Served:					
#	%	Criteria	#	%	Criteria
40	90	Qualify for free/reduced lunch	44	100	Enrolled in and attending a public school failing to make adequate yearly progress (AYP)
0	0	At risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability	0	0	Attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice
0	0	At risk of state custody due to family dysfunction	15	30	At risk of failing one or more subjects or are behind by at least one year

<p>Program Activities (Specific services provided):</p> <p>4-H BLAST GRANT Offers Tutoring in Science, Math and Language arts and Writing skills. The program focus is teaching writing and Language arts skills through writing and speech communication. 4-H Science based projects are used to teach Science and intergrate a curriculum across several areas from art and writing to math and science. Research based materials are used with cooperation of several state and National extension resources.</p> <p>Project focus is on involving youth and family in interactive educational experiences that lead to scientific inquiry and career development skills.</p> <p>The program is constantly adjusted to add additional youth interests and activities that search and compete for academic scholarship and leadership development for the youth. Examples have included NEED Energy awards, Toshiba Exploravision, Federal reserve Challenge and Lifesmarts Consumer skills competition. This program serves Crestview middle 7 and 8<sup>th</sup> grade students and has 9<sup>th</sup> grade participants. The teen assistants are in grades 11-12. They are from the same school population and attend Brighton and Covington high schools.</p> <p>Identify a few Accomplishments or Successes attributed to Test Prep activities:</p> <p>The Life Smarts team, an online Knowledge competition, in which the BLAST team was National runner up in competition. Several youth have strengthened writing and speech skills. Youth involved in the afterschool program scored a 4.39 on the writing skills assessment the first year of the program. Students in this program have developed team work and skills in communications; these have been demonstrated in several learning opportunities and competitions. The emphasis in this program is developing an afterschool leadership program that demonstrates abilities to serve youth regardless economic or academic levels. Youth with lower achievement levels are paired with higher achieving students. The expectations are success and failure is always evaluated in positive growth and improvement reflection.</p> <p>This program has developed several afterschool approaches to allow replication in other rural and suburban after school settings. Materials developed with this youth population have included piloting of national 4-H Curriculum in afterschool agriculture, photography and horticulture.</p>
<b>MULTI-SITE PROJECTS SHOULD ATTACH A LIST OF PROGRAM SITES/LOCATIONS</b>